

**California State University San Marcos  
College of Education**

**EDMS 511  
Elementary Teaching and Learning I (3 units)  
Spring 2006**

**Instructor:** Constance J. Fish, Ed.D., (760) 731-1239, [cfish@csusm.edu](mailto:cfish@csusm.edu)  
**Instructor:** Bonnie Drolet, Ed.D., (760) 942-5501, [bdrolet@csusm.edu](mailto:bdrolet@csusm.edu)  
**Instructor:** Carol Leighty, Ed.D., (858) 549-4393, [cleighty@csusm.edu](mailto:cleighty@csusm.edu)  
**Office Hours:** by appointment or email

**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.

**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.

**Course Description**

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

This course is designed:

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

**Course Objectives**

The purposes of this course are threefold:

- to expand preservice candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;

- to provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

### **Teacher Performance Expectations (TPE) Competencies**

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are primarily addressed in this course:

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

TPE 10 – Creating & managing effective instructional time (Observation and In class case analysis)

TPE 14 – Technology: CSUSM Educational Technology (TaskStream and web readings)

### **Required Texts**

- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available as an e-book online.)
- Choate, J. S. (2004) *Successful inclusive teaching (4<sup>th</sup> ed.)*. Needham, MA: Allyn & Bacon.
- Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Woo, K., Valadez, G., Marion, R. (2004). *Elementary Teaching and Learning*. Boston, MA: Pearson Custom Publishing.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (register for 1 year minimum).
- Electronic Readings posted to WebCT.

### **Required Websites**

- Curriculum Development and Supplemental Materials Commission (1999). *Reading/Language Arts Framework for California Public Schools*. California Department of Education. Also at: [http://www.cde.ca.gov/cdepress/lang\\_arts.pdf](http://www.cde.ca.gov/cdepress/lang_arts.pdf)
- CAST Universal Design for Learning: Differentiated Instruction ([http://www.cast.org/publications/ncac/ncac\\_diffinstruc.html](http://www.cast.org/publications/ncac/ncac_diffinstruc.html))
- Enhancing Learning with Technology: Differentiating Instruction (<http://members.shaw.ca/priscillatheroux/differentiating.html>)
- Technology and Differentiated Instruction Web Resources (<http://k12.albemarle.org/Technology/DI/>)
- Differentiation of Instruction in the Elementary Grades (<http://www.ericdigests.org/2001-2/elementary.html>)
- What is Differentiated Instruction? (<http://www.readingrockets.org/print.php?ID=154>)

### **Accommodation for Disabilities**

Please discuss your needs with the instructor within the first week of the semester & contact Disabled Student Services, 5025A Craven Hall, (760) 750-4905 or (760) 750-4909 (TDD).

### **Plagiarism**

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

### **Grading Policy**

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

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

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

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

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

### **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 |         |                |

### **Course Assignments**

|                                     |                   |
|-------------------------------------|-------------------|
| Observation                         | 10 points         |
| Diversity Interview/Cultural Plunge | 10 points         |
| Student Study Team                  | 10 points         |
| Electronic Portfolio                | 10 points         |
| Peer Teaching demonstration         | 15 points         |
| Resume                              | 5 points          |
| Self Profile                        | 5 points          |
| In class case analysis              | 20 points         |
| Attendance/Participation            | 15 points         |
| <b>Total</b>                        | <b>100 points</b> |

**Please note assignments are due whether or not you are present in class that day.**

**While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.**

### **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 or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.**

**Course Outline**  
 (Timeline Subject to Change pending “Teachable” Moments)

| Date                 | Topic  | Reading Assignment Due   |
|----------------------|--|--------------------------|
| Session 1<br>1/17/06 | Introduction<br>Community Building<br>Learning Styles and the Classroom<br>Teacher<br>Jigsaw Philosophies of Education | Readings in class        |
| Session 2<br>1/24/06 | <b>Self Profile Due</b><br>Intro to TaskStream (computer lab)  | Choate: Chapters 1 and 2 |
| Session 3<br>1/31/06 | Peer Teaching Demonstration  |                          |
| Session 4<br>2/7/06  | Peer Teaching Demonstration<br><b>Observation Due</b>  |                          |
| Session 5<br>2/14/06 | Peer Teaching Demonstration<br><b>Student Study Team Due</b>   |                          |
| Session 6<br>2/21/06 | Peer Teaching Demonstration<br><b>Resume Due</b>   |                          |
| Session 7<br>2/28/06 | Peer Teaching Demonstration<br><b>Diversity Interview Due</b>  |                          |
| Session 8<br>3/7/06  | Peer Teaching Demonstration<br><b>In class case analysis</b>   |                          |

**SB 2042 – Authorization to Teach English Learners Competencies**

| <b><u>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</u></b>  | <b><u>PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</u></b>                  | <b><u>PART 3: 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>   | <i>I. The Nature of Culture</i>  |
| A. The sound systems of language (phonology)   | A. Foundations  | A. Definitions of culture  |
| B. Word formation (morphology)   | B. Organizational models: What works for whom?  | B. Perceptions of culture  |
| C. Syntax  | C. Instructional strategies   | C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)             |
| D. Word meaning (semantics)  | <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   |
| <b>II. Theories and Factors in First- and Second-Language Development</b>  | <b>III. Language and Content Area Assessment</b>  | C. How teachers can use what they learn about their students (culturally- responsive pedagogy) |
| A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy | A. Purpose  | <i>III. Cultural Contact</i>   |
| B. Psychological factors affecting first- and second-language development  | B. Methods  | A. Concepts of cultural contact  |
| C. Socio-cultural factors affecting first- and second-language development   | C. State mandates   | Stages of individual cultural contact  |
| D. Pedagogical factors affecting first- and second-language development  | D. Limitations of assessment  | C. The dynamics of prejudice   |
| E. Political factors affecting first- and second-language development  | E. Technical concepts   | D. Strategies for conflict resolution  |

CLAD Competencies addressed in this course:

\*Test 2, I, A4-(Methodology of Bilingual, English Language Development and Content Instruction) The relationship between teacher expectations and student achievement.

\*Test 2, I, C2-Classroom organization

\*Test 2, II, A - (Theories and Methods for Instruction in and Through English) Teacher delivery for both English language development, and content instruction.

\*Test 2, II, C -Approaches with a focus on content area instruction (SDAIE)

\*Test 2, III, A & B-C- (Language and Content Area Assessment)-Purpose, Methods and State Mandates

\*Test 2, III, D1, D2b, D2c, 3, E-Limitations of Assessment

\*Test 3, II, A4-(Culture and Cultural Diversity) Manifestations of Culture: Learning about Students-Learning Styles

\*Test 3, II, B & C-How teachers can learn about their students & How teachers can use what they learn about their students (culturally responsive pedagogy)

1. \*Test 3, III, C & D- (Cultural Contact) The dynamics of prejudice and strategies for conflict resolution

## Observation - Objective Observer 10 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 to:

- Teacher candidates are able to differentiate between professional and unprofessional observation skills
- Teacher candidates are able to record what they observe
- Teacher candidates are able to 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:  |
|--------------------|---|
| Textbook/chapters  | Choate, J. S. (2004) <u>Successful inclusive teaching (4<sup>th</sup> ed.)</u> Needham, MA: Allyn & Bacon. 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.)<br>Search here: <a href="http://library.csusm.edu/catalog/">http://library.csusm.edu/catalog/</a> |

### **Task Guidelines**

1. Identify a K-12 student to observe.
  - a. DO NOT observe a student in your own class, or a child whom you already know. Being objective is critical to good observation.
  - b. Chose a child that represents a difference, student learning English, student that is an accelerated learner, student that has a special education label under IDEA or ADA, student that is shy...)
2. Please observe the student for 30-60 minutes.
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 records you may include that in your 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.)

### **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, with whom does the child live 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**

- From what program is student receiving services?
- 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 students 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**

- Describe how the student's body language
- Describe the student's facial expressions
- Describe the student's actions/activities
- Describe the student's verbal and nonverbal interactions with peers and adults
- What does the student do to show their learning?
- Describe verbal and nonverbal interactions adults have with student
- Describe verbal and nonverbal interactions peers have with student

6. Write Observation Summary & Recommendations: Part II of Report  
(This is the only place you can share your opinions.)

**Summary**

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

**Recommendations**

- What are your recommendations for content adaptations?
- What are your recommendations for process adaptation?
- What are your recommendations for product adaptations?
- What are your recommendations for behavior management (seating arrangement, contract, management strategies...) to help this student succeed?
- What does the student need to succeed?



### Student Observation Rubric

| Elements                       | Beginning to Meet Expectations<br>0.5 points         | Approaching Expectations<br>1 point                   | Meets Expectations<br>2 points                            | Total Points |
|--------------------------------|--|---|---|--------------|
| Student Background Information | Less than 100% of areas are covered                  | 100% of information covered but not covered in detail | Cover all areas with rich detail                          |              |
| Student Placement              | Less than 100% of areas are covered                  | 100% of information covered but not covered in detail | Cover all areas with rich detail                          |              |
| Student Performance            | Less than 100% of areas are covered                  | 100% of information covered but not covered in detail | Cover all areas with rich detail                          |              |
| Observation Summary            | Most areas are covered                               | All areas are covered                                 | All areas are covered and data is used to support summary |              |
| Educational Recommendations    | General recommendations are provided for most areas. | General recommendations are provided for all areas    | Specific recommendations are provided for all 4 areas.    |              |
| Total Points                   |  |   |   | /10          |

## Interview with a Person Different From Myself - Diversity Interview 10 Points

**Learner Outcomes:** Engage in a discussion with n ethnically different person and obtain a snapshot of their life and educational experience.

**Assessment:** Paper containing a summary of the interview and 1-2 page reflections of experience

| <b><u>Resources</u></b> | <b><u>Title and necessary information:</u></b>   |
|-------------------------|--|
| Textbook/pages          | Marion, Valadez, and Woo (2003). <i>Elementary Teaching and Learning</i> . Needham Heights, MA: Allyn and Bacon. Group Differences |

### **Preparation**

1. Read the assigned chapters.
2. Brainstorm possible questions in class

### **Process**

Students may work individually to conduct an ethnographic interview of someone who is very different from themselves. To the degree possible, the students should incorporate the perspective of the interviewee and view the world from someone else's lens. The reflection should, minimally, address your impressions of the interviewee, relate the information obtained to class discussions and describe what you learned from this experience. The interview experience will be shared.

## Student Study Team (SST) Process

10 points

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

**Assessment:** Teacher candidates apply their knowledge of the SST processes for avoiding special education referral by participating in a simulation of an SST meeting regarding a child with a selected classroom challenge.

Teacher candidates create an annotated bibliography of articles and Web sites that provide information about the student's challenge and strategies for supporting the student to be successful in the class

| Resource(s):                | Title and necessary information:   |
|-----------------------------|--|
| Textbook/pages              | 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) Chapters 1 & 16  |
| Supplemental Print Material | SST Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education  |
| Video/segment               | Video Segment # 1 "Promoting Success for All Students" <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)<br><br>Video Segment # 3 "Working Together – The Collaborative Process" <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2) |

### **TASK AND GUIDELINES**

#### **Context**

The Student Study Team (SST) process is a general education function and general education teacher responsibility. It is a state-mandated prevention and intervention process and structure that must exist at every California school. The SST process is designed to address students' learning needs PRIOR to even thinking about referral for special education assessment. Some disabilities are more obvious and present themselves prior to school entry. Other high incident disabilities such as learning disabilities (e.g., language, mathematics, written expression) often develop in response to academic demands. Further, there are a great many children without disabilities who struggle in school because English is not their first language or because the instructional approaches used by their teachers do not match their learning styles (i.e., preferred areas of Multiple Intelligences). Most students respond positively when their classroom teachers seeks ideas and support from professional peers through the SST process.

#### **Objectives**

The objectives of having you participate in a mock SST meeting are to give you the opportunity to:

- demonstrate effective use of the SST model
- demonstrate the various roles of the SST members
- examine support options for students based upon their unique individual characteristics
- demonstrate the use of prereferral strategies as the preferred response (over formal special education referral) to resolve problems
- clarify the initial procedures involved in identifying students for special education support

#### **Preparation**

- Read the SST Lecturette and Chapter 16 of Choate.
- Visit a Web site that you find
- Watch the video segments #1 and #3 of the Inclusion Series that models the SST process and the elements of effective collaborative teaming.

### **Assignment Description**

Each class member will be assigned to an SST team of 5 members. Each member of the group will fulfill one of the following roles and the corresponding assigned tasks. Each member will participate in a SST roleplay. Each student will write up a reflection on their group experience.

| <b><u>Roles</u></b> | <b><u>Tasks</u></b>      |
|---------------------|--------------------------|
| PREVIOUS TEACHER    | DATA SHEET/SUMMARY SHEET |
| PARENT              | DATA SHEET/SUMMARY SHEET |
| CURRENT TEACHER     | DATA SHEET/SUMMARY SHEET |
| RESOURCE SPECIALIST | DATA SHEET/SUMMARY SHEET |
| ADMINISTRATOR       | DATA SHEET/SUMMARY SHEET |

### **The Tasks:**

- Complete a data sheet of observed characteristics of the student's behavior and learning or behavioral challenges, how the child's characteristics affect school performance, and possible strategies for supporting the student.
- Complete the SST Summary Sheet with each column filled out in items that will be covered in the of SST role play
- Answer guiding questions provided
- On your own, find two annotated bibliographies per team member of articles and/or web sites that provide information about the challenging student characteristic and strategies for supporting the student. Each annotation is to include a starting paragraph the briefly summarizes the article. A second paragraph will summarize your reaction (e.g., interesting new information, conflicting perspectives, challenging point) to the article. Use APA format in referencing the article or web site.
- After completing the inclass SST roleplay and discussion, go to your electronic portfolio and write a response to these prompts:
  - Articulate the rationale for inclusive educational opportunities for all students.
  - What were the strengths and needs of the student you had an SST meeting for?
  - What principles of universal design guided the groups decision for differentiating instruction?
  - What strategies were identified to support the student? Provide examples of natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of the student.
  - Describe what your role will be at future SST meetings?
  - How will you prepare for SST meetings?
  - What was useful about this experience?
  - How will this experience inform your teaching?

For further reading:

Kluth, P., Villa, R., & Thousand, J. (Dec. 2001/Jan 2002) 'Our school doesn't offer inclusion' and other legal blunders. Educational Leadership, 59 (4), 24 – 27.

**SST Summary Form**

**Date of Meeting** \_\_\_\_\_

**Teacher** \_\_\_\_\_ **School** \_\_\_\_\_

**Team** \_\_\_\_\_

**Student** \_\_\_\_\_

**Primary Language** \_\_\_\_\_ **Grade** \_\_\_\_\_ **DOB** \_\_\_\_\_ **Parents** \_\_\_\_\_ **M** \_\_\_\_\_ **F** \_\_\_\_\_

| STRENGTHS | CONCERNS | KNOWN INFORMATION | KNOWN MODIFICATIONS (+/-) | QUESTIONS | STRATEGIES/<br>BRAIN STORM | ACTIONS | WHO/<br>WHEN   |
|-----------|----------|-------------------|---------------------------|-----------|----------------------------|---------|----------------|
|           |          |                   |                           |           |                            |         | Follow Up Date |

### Student Study Team (SST) Simulation Rubric for In class Activity

(This will not be graded, but it can be a great tool to initiate class discussion of the success of the SST meeting.)

| Element   | Developing  | Meets Expectations   | Exceeds Expectations   | Total |
|---|---|--|--|-------|
| <b>Know School Families (Student Data Sheet, Intervention Plan and Meeting Interactions)</b>          | No indication that the school took the time to know the family and their needs. | Some of the needs of the family were understood, i.e. family members, language, literacy, family dynamics.                       | There is a description of the family (in Data Sheet) and the family's needs are taken into consideration in planning the student's intervention plan.                            |       |
| <b>Knows Student (As Indicated on Student Data Sheet, Intervention Plan and Meeting Interactions)</b> | Some of the student's strengths, needs, language, and culture are understood.   | The student's strengths, needs, language, and culture are understood and addressed in plan.                                      | The student's strengths, needs, language, and culture are understood so well that the team can incorporate the child's life outside of school into the plan.                     |       |
| <b>Development of Interventions</b>   | The intervention plan is brief and vague.                                       | The intervention plan demonstrates an understanding of the student's uniqueness and addresses the student's strengths and needs. | The intervention plan demonstrates an understanding of student's uniqueness and addresses the student's strengths and needs for cognitive, affective and psychomotor objectives. |       |
| <b>Implementation and Monitoring Interventions</b>  | There is no clear plan how interventions will be implemented or monitored.      | There is a clear plan for implementing and monitoring interventions.   | There is a clear plan for implementing and monitoring interventions. A plan is set to communicate progress of interventions to all school and family members.                    |       |
| <b>Use of Resources</b>   | No resources were mentioned in the intervention plan.                           | School resources were identified in the intervention plan.   | School, community, and family resources were considered and identified in the intervention plan.   |       |
| <b>Continued on next page</b>   |   |  |  |       |

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

## SST Reflection Rubric for Taskstream

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



## Peer Teaching Demonstration

15 points

**Learner Objectives:** Develop as an instructor by preparing and organizing class discussion around an assigned reading.

**Assessment:** Discussion activity including depth, analysis, and organization.

**Preparation-** Carefully read assigned chapter/article. As a class, create a rubric to provide clear guidelines as to what is expected.

### **Process**

You are required to sign up to facilitate discussion on the assigned readings for one class session. You will work with a partner to prepare a 20-25 minute discussion/lesson/activity about the reading. The activity should engage the class and allow us to examine the materials in a meaningful way. In other words, don't prepare a summary lecture. This assignment will be factored into your class participation points.

## **Electronic Portfolio - TaskStream**

10 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.

| <b>Resource(s):</b> | <b>Title and necessary information:</b>   |
|---------------------|---|
| 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><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. |

## 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>   |   |

## 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

#### B. 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?

#### C. 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?

#### D. Independent Practice/Formative Assessment

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

#### E. 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?