

California State University San Marcos  
College of Education

EDMS 512  
Elementary Teaching and Learning II  
Spring 2006  
CRN 21501

**Instructor:** Patricia L. Prado-Olmos, Ph.D.

**Office:** UH 402

**Office Hours:** by appt., after class

**Phone:** (760) 750-4304

**Email:** [pprado@csusm.edu](mailto:pprado@csusm.edu)

**Class meeting times/Location:** Monday 9am-2:45pm; Ronald Reagan Elementary School

**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.

**Course Description**

Focuses on developing an advanced understanding of learning theory and instructional practice in integrated and inclusive classrooms.

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 Prerequisites**

Admission to the CSUSM College of Education Teacher Credential Program. Successful completion of EDMS 511

## **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 (IEP)

TPE 9 – Instructional Planning (3 mos. Plan)

TPE 14 – Educational technology (Taskstream)

These TPEs will be uploaded to TaskStream as part of the course requirements. 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: a) description b) analysis and c) reflection.

## **Required Texts**

- Tomlinson, C. A. (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. (2005). *Creating an Inclusive School. (2<sup>nd</sup> ed.)* Alexandria, VA: Association for Supervision and Curriculum Development.
- Marion, Valadez, and Woo (2003). *Elementary Teaching and Learning*. Needham Heights, MA: Allyn and Bacon.
- TaskStream Electronic Portfolio, Must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (register for 1 year minimum).

## **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 10 pages) which can be administered in a variety of ways.

## **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.

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.

### **Course Assignments**

|                             |                   |
|-----------------------------|-------------------|
| Disability matrix           | 15 points         |
| IEP                         | 15 points         |
| Philosophy Statement        | 15 points         |
| Year Long Plan              | 20 points         |
| Peer Teaching Demonstration | 10 points         |
| TaskStream Submissions      | 10 points         |
| Attendance/Participation    | 15 points         |
| <b>Total</b>                | <b>100 points</b> |

### **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 |         |                |

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

**CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.**

| <b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>   | <b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>                        | <b>PART 3: CULTURE AND CULTURAL DIVERSITY</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   | B. 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   |
|  |   | <i>IV. Cultural Diversity in U.S. and CA.</i>   |
|  |   | A. Historical perspectives  |
|  |   | B. Demography   |
|  |   | C. Migration and immigration  |

## Course Outline

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

| Date                 | Topic   | Assignment  |
|----------------------|---|---|
| Session 1<br>1/23/06 | Introduction/Course Overview/Community Building<br>Student teaching reflection<br>Preview Disability Matrix<br>Begin Philosophy statement revisions<br><b>Demonstration Lessons</b> | Choate: Chapter <b>3 &amp; 16</b><br>Villa: Chapters <b>1 &amp; 2</b><br><b>Bring philo statements from EDUC 350</b>  |
| Session 2<br>1/30/06 | <b>Disability Matrix-in class activity DUE</b><br>Preview 3 Mos. Plan Assignment<br>Preview IEP Assignment<br>Video-IEP<br><b>Demonstration Lessons</b>                             | Choate: Chapters <b>1, 2 &amp; 15</b><br>Villa: Chapters <b>1, 2, 3, 4 &amp; 7</b><br>IEP Lecturette<br>Bring copies of all content area standards                                  |
| Session 3<br>2/6/06  | <b>Philosophy into Action – in class activity</b><br>Assessing Reasoning<br>Motivation in Learning and Teaching<br>3 Mos plan work session<br><b>Demonstration Lessons</b>          | Villa: Chapters <b>4, 5 &amp; 6</b><br><b>Custom Reader one:</b> Ways of knowing connected to practice<br><b>Custom Reader two:</b> Structures and procedures that promote learning |
| Session 4<br>2/13/06 | Differentiated Design – Performance Assessment<br>Philosophy statement peer revision<br>3 mos. Plan work session<br><b>IEP Assignment DUE</b><br><b>Demonstration Lessons</b>       | <b>Custom Reader three:</b> Differentiated Design   |
| Session 5<br>2/20/06 | 3 Mos. Plan work session<br><b>Philosophy Statement DUE</b><br><b>Demonstration Lessons</b>   |   |
| Session 6<br>2/27/06 | CSTP – How Does It All Fit Together – BTSA<br>Teacher Reflection – What do you expect this time around?<br><b>3 Mos. Plan DUE</b><br><b>Demonstration Lessons</b>                   | <b>Custom Reader four:</b> Reflective Practice<br><b>Custom Reader five:</b> Teacher as Professional  |
| Session 7<br>3/6/06  | Clean up<br>Diana Sanchez workshop  |   |

## Disability Matrix

15 Points

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

Assessment: Students apply their knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher's role in developing IEPs by creating a matrix of disabilities. Written products and class discussions evidencing assessment above

| Resource(s):                | Title and necessary information:   |
|-----------------------------|--|
| Textbook<br>Chapters 2 & 15 | Choate, J.S. (2000) <i>Successful inclusive teaching: Proven ways to detect and correct special needs (3<sup>rd</sup> ed.)</i> Boston: Allyn & Bacon. (ISBN 0-205-30621-7) |

### Task Guidelines for the Disability matrix

Students will work in small groups (4-5 members) to apply their knowledge of the categories of disability recognized by the Individuals with Disabilities Education Act (IDEA) by creating a graphic organizer in the form of a Bloom Ball, as a visual representation of the thirteen (13) special education disability categories presented in this course.

Bloom Ball Disability Matrix:

1. Get a sheet of patterned paper from your instructor. You'll need 14 circles total – trace or copy.
2. You may plan a theme for your project to decorate the edges.
3. Do not write or draw outside of the lines. They will be folded and used to connect your ball.
4. Follow the directions below. Write info in each circle, except for a title circle. Make sure all your group members' names are on the title circle.
5. When you are finished writing and coloring, cut out the circles and prepare to assemble your bloom ball.
6. All writing must be in ink or typed.
7. The following instructions relate to the information to be included in each circle:
  - a. The name of the handicapping condition
  - b. A brief description of the learning and/or social behaviors associated with the disability
  - c. One assessment appropriate to use to determine the presence or degree of the disability
  - d. One typical adaptation/modification in **curriculum, materials, goals (content)**
  - e. One typical adaptation/modification in **classroom environment (process)**
  - f. One typical adaptation/modification in **teaching practices (process)**
  - g. One typical adaptation/modification in **assessments** required of the student (**product**)

### Grading Rubric for Disability Matrix

|                                | 0  | 2  | 3   | Pts. |
|--------------------------------|--|--|---|------|
| Graphic Organizer – Bloom Ball | Inappropriate /disorganized  | Somewhat appropriate, organized  | Appropriate, organized, easy to read and find information         |      |
| Name/Descriptions              | Elements are missing and/or inaccurate                                     | Some elements are addressed and information is partially correct                           | All elements are addressed and information is correct             |      |
| Assessment for disability      | Elements are missing and/or inappropriate                                  | Some elements are addressed and information is partially correct                           | All elements are addressed and information is correct             |      |
| Adaptations/Modifications      | Elements are missing and/or inappropriate                                  | Some elements are addressed and information is partially correct                           | All elements are addressed and information is correct             |      |
| Group work                     | Members did not cooperate and/or did not contribute in an equitable manner | Members cooperated, but required assistance and support from the instructor or other peers | Members fully cooperated, worked together and contributed equally |      |

**TOTAL**

/15

## The IEP Process

15 Points

**Learner Outcomes:** Knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher's role in developing IEPs

**Assessment:** Students apply their knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher's role in developing IEP by

- 1) Creating their own "Best Practices in the IEP Process Checklist" and use the checklist to assess the IEP process employed in the student's school;
- 2) Creating a resource list of the special education and related services personnel in the school and in the school district upon whom they can call.
- 3) Evaluating the assessment process in their school relative to assessment team member responsibilities, identifying learnings about the school's assessment processes and suggestions for improvement, if appropriate.
- 4) Evaluating an IEP meeting in terms of team communication, creative problem solving, and family centeredness.

| Resource(s):                | Title and necessary information:   |
|-----------------------------|--|
| Textbook/pages              | Choate, J.S. (2000) <i>Successful inclusive teaching: Proven ways to detect and correct special needs</i> (3 <sup>rd</sup> ed.) Boston: Allyn & Bacon. (ISBN 0-205-30621-7)<br><br>Chapter 1   |
| Supplemental Print Material | Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education  |
| Video/segment               | Video Segment # 2 "Working Together: The IEP <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)  |
| Internet Site(s)            | <a href="http://www.dssc.org/frc/frcl.htm">www.dssc.org/frc/frcl.htm</a><br>This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information.<br><br><a href="http://www.ed.gov/offices/OSERS/IDEA">www.ed.gov/offices/OSERS/IDEA</a><br>This OSERS IDEA Home Page site provides a detailed explanation of IDEA.<br><br><a href="http://www.pitsco.com/pitsco/specialed.html">www.pitsco.com/pitsco/specialed.html</a><br>This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites.<br><br><a href="http://www.hood.edu/seri/serihome.htm">www.hood.edu/seri/serihome.htm</a><br>This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education. |

## **Task Guidelines for the IEP Process**

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

When developing an IEP, the following four questions should be addressed:

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

## **Application Activities**

### **In-Class Video Viewing and Analysis**

View the video Segment # 2 "Working Together: The IEP" from The Inclusion Series (1998) Weland Prods/KCET and Allyn & Bacon. As you view the video, jot down notes regarding what is presented as (and what you perceive as) "best practices" or "great tips" in IEP development and implementation.

After viewing the segment, take your notes from the lecturette and the video viewing and create your own "Best Practices in the IEP Process Checklist." It is beneficial to do this in collaborative teams in and/or out of class. You will use this checklist later in an actual IEP meeting.

## **School-Based Activities**

Can you provide complete and accurate responses to the following four questions? If so, you should have your special education credential! If not, interview your school's special education support personnel or get the information you need to answer the questions from reference materials, web sites, and so forth.

**Question #1:** Who are all of the special education and related services personnel who I can call upon for support in this school and in the school district?

**Action:** Make a list of the roles, names, responsibilities, and ways in which to contact these resources. Keep this list in your top desk drawer or in your day planner.

**Question #2:** How does our school staff ensure that the responsibilities of the assessment team outlined in the lecturette occur?

**Action:** **1)** Create a "Best Practice Checklist" based on the IEP video watched in class. **2)** Interview one of your special education support personnel. Ask how the assessment process in your school ensures that each of the responsibilities of a student's evaluation team is fulfilled. Ask Interviewee to review your checklist and provide feedback. Take notes and write a one to two-paged summary of what you learned about your school's assessment process, include suggestions for improvement, if appropriate.

**Question #3:** What does my School's IEP look like and does it include all of the components identified as required in the lecturette?

**Action:** Have your special education support persons give you the latest IEP form, if you have no students eligible for special education in your classroom (could that possibly happen?). If you have one or more students with an IEP in your classroom (a sure bet), get one of the IEPs, preferably one of the more complex IEPs. In either case, once you have an IEP in hand, locate all of the component parts required of an IEP.

**Question #4:** What does an IEP meeting feel like? How well are "best practices" for IEP team meetings being practiced in my school?

**Action:** Attend an IEP meeting of a student who is not in your classroom. Your role is that of non-participant observer. While observing use your own "Best Practices in the IEP Process Checklist," to assess the presence or absence of best practices being practiced during the meeting. Write a one to two-paged reflection that focuses upon ways in which to optimize IEP team communication, creative problem solving, and family centeredness. If you cannot find an IEP meeting of a colleague to attend, complete the checklist while watching the IEP video located in the library and write a one to two page reflection on what you saw.

## **Extension Activities**

Expand your knowledge of special education and your role in the special education referral and implementation process by visiting the following comprehensive web sites.

[www.dssc.org/frc/frcl.htm](http://www.dssc.org/frc/frcl.htm)

This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information.

[www.ed.gov/offices/OSERS/IDEA](http://www.ed.gov/offices/OSERS/IDEA)

This OSERS IDEA Home Page site provides a detailed explanation of IDEA.

[www.pitsco.com/pitsco/specialed.html](http://www.pitsco.com/pitsco/specialed.html)

This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites.

[www.hood.edu/seri/serihome.htm](http://www.hood.edu/seri/serihome.htm)

This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education

## IEP "CHEAT" SHEET

1. Create you own "Best Practices in the IEP Checklist"
  - Ex: \_\_\_\_\_ focused on student strength
  - \_\_\_\_\_ sample of student weakness presented
  - \_\_\_\_\_ student involved
2. Resource name, role, phone number list (s)
  - responsibilities (1-2 sentences)
3. Interview
  - interview
  - 1-2 page reflection/summary
    - what did you learned?
    - overview of what the interviewee said
    - suggestions for improvement
    - feedback on "Best Practices" Checklist
4. IEP Forms – Blank or completed
5. Evaluation of an IEP (or video)
  - use checklist and reflect
  - 1 -2 page paper

## IEP Grading Rubric

|                          | 0  | 2   | 3  | Pts. |
|--------------------------|--|---|--|------|
| Best Practices Checklist | Inappropriate /disorganized, incomplete info | Somewhat appropriate, Organized, some info included                       | Appropriate, organized, easy to read and find information                                |      |
| Resource List            | Elements are missing and/or inaccurate       | Names/numbers are included but description of responsibilities is missing | Names/numbers are, included, the list is complete and a description of resp. is included |      |
| Interview                | Elements are missing and/or inappropriate    | The interview is partially complete and information is partially correct  | The interview is complete and information is correct                                     |      |
| IEP Forms                | Forms are missing and/or inappropriate       | Forms are included and information is partially correct                   | All forms are included and information is correct  |      |
| Eval. Of IEP             | Eval and reflection is missing               | Eval and reflection are included but lack depth, detail and substance     | Eval. and reflection are detailed, in depth and substantial                              |      |

**TOTAL**            /15

## Philosophy Statement/Parent Letter

15 Points

Learner Objectives: Refinement of a personal philosophy of teaching and creation of letter to parents

Assessment: Word processed philosophy of teaching statement letter

| Resource(s):   | Title and necessary information:   |
|----------------|--|
| Textbook/pages | Villa, R. A. & Thousand, J. S. (1995). <u>Creating an inclusive school</u> . Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, & 7<br><br>Choate, J.(2000). Basic principles of inclusive instruction. In J.S. Choate (Ed.) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 <sup>rd</sup> ed.) Boston: Allyn & Bacon. Chapters 1 & 16 |

### Task Guidelines for Philosophy Statement/Parent Letter

#### **Introduction & Conclusion**

**2 points**

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

#### **Your educational philosophy**

**3 points**

Identify your educational philosophy and describe what you believe about students as learners, the learning process, families as partners and how to meet student needs.

#### **Your management approach**

**3 points**

Describe how you will create a supportive and positive learning environment for this diverse population of students to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic classroom.

Describe your primary methods, approaches, and strategies and how you organize instruction to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic classroom (Charles, 2000). Use your personal experiences as an observer or student teacher to support your argument.

#### **Your instructional approach**

**3 points**

Describe the first and second language and special education challenges you anticipate the students in this class will face. In your response, reference theories of first and second language, inclusion strategies, and literacy development.

#### **Your personal identity**

**2 points**

It helps to share a bit of personal information with parents. You may include your educational background, teaching experience, interests, hobbies. etc.

#### **Your expectations of parents**

**2 points**

Describe the kind of relationship you expect to establish with parents. Indicate the level of parent participation in your classroom that you'd like. Make sure you include ways to communicate with you.

**Total**

\_\_\_\_\_ / 15 points

## Three Month Planning Calendar Grid Assignment

20 points

**Learner Objectives:** The student will plan a three month long calendar for an elementary classroom.

**Assessment:** The student will write a three month plan for an elementary classroom that incorporates the following elements:

- language arts lessons
- science lessons
- art lessons
- social science lessons
- a field trip
- assemblies and special programs (DARE, etc.)
- assessments
- multiple intelligence strategies
- differentiation strategies
- technology for student use
- technology for teacher use in instruction
- technology for assessment (electronic grade books, rubrics, etc.)

The calendar will integrate a schedule of events from "real" schools. The student will also write our plans for differentiated instruction and special needs instruction.

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

| Resources         | Title and necessary information:  |
|-------------------|---|
| Textbook/chapters | Choate, J. S. (2000) <u>Successful inclusive teaching (3<sup>rd</sup> ed.)</u> . Needham, MA: Allyn & Bacon. Chapters 16<br><br>Villa, Richard, & Thousand, Jacquelyn. (1995). <u>Creating an inclusive school</u> . Alexandria, VA: ASCD. Chapters 6 & 7   |
| Internet Site(s)  | 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><br>ELD Standards - <a href="http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf">http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf</a><br><br>COE Lesson Format form CSUSM website |

### Prerequisite skills:

- Teacher candidates can create appropriate technology applications for use in instruction and assessment,
- Teacher candidates are able to develop a schedule and course activities,
- Teacher candidates are able to create curriculum and instruction based on content, process, and product as defined by Carol Ann Tomlinson (1999).
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction (Tomlinson, 1999).
- Teacher candidates are able to identify strategies to meet the needs of:
  - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
  - Student that are accelerated learners as referred to by Piergangelo & Giuliani (2001)

## **Task Guidelines for Three Month Planning Calendar**

**Step One:** You will create your own three month plan for this assignment. On the assigned day, bring the following artifacts to complete your assignment: a school calendar from your observation placement, a calendar grid or published planning book, and your social science and science unit plans.

**Step Two:** On the assigned day you will be completing your three month plan with the assistance of the instructor in groups of three to four members. Referring to your school calendar, you will first need to block out times in your plan book for holidays, assemblies, special programs, in-service days, etc. You will then plan your curriculum into manageable blocks of time in your calendar grid or lesson plan book. The amount of time you select to cover the various content areas is dependant upon your district and/or school standards. For example, if your district mandates two hours of language arts instruction per day you must plan accordingly. You will need to provide evidence of these criteria in your finished calendar grid.

Your plan will necessarily be an integrated plan that uses Universal Design and Backward Design principles. That is to say, it will be necessary to teach science and social science throughout the day as part of your literacy instruction. Also, be sure to include assignments in all of the content areas, i.e. science, art, social studies.

You will write out all of the California state standards you will cover during the three months. Place these standards in an easily visible way so that anyone will see them. Standards should be organized using "themes" or "big ideas" Your plan must also include multiple intelligence strategies for special needs and second language students as part of differentiated instruction.

### **Checklist for Three Month Plan**

The following checklist will help you create your three month plan. Does your plan include:

1. A copy of the district/school calendar (photocopies are fine)
2. Clearly written California state standards
3. A description of your classroom context- student population, grade level, local community, etc. Your classroom context should also include a comprehensive approach to instructional planning. You need to describe your major instructional approaches and how you will utilize universal design to meet the needs of all your students. Detail at least three teaching strategies each for: special needs students, English language learners and multiple intelligences
4. A planning grid
5. Technology components- assessment, instruction, student use

Note: All components are to be typed. How you organize your planning grid is a matter of style. If you have questions about formats discuss them with your instructor.

### Rubric for 3 Month Plan

Is the district calendar attached? 1 pt. \_\_\_\_\_

Statement of classroom context?

|              |                              |                              |  |                |
|--------------|------------------------------|------------------------------|--|----------------|
| 0            | 1                            | 2                            | 3  | TOTAL<br>3pts. |
| Not included | Included but lacks<br>Detail | Included with some<br>Detail | Included with in-depth<br>Detail and description | /3             |

Content areas & field trip included in meaningful ways?

|              |   |   |   |             |
|--------------|---|---|---|-------------|
| 0            | 2   | 3   | 4   | TOTAL 4pts. |
| Not included | 1-2 areas<br>included in a<br>haphazard<br>manner | 2-3 areas<br>included in<br>ways that<br>make some<br>sense | All areas<br>included in<br>ways that<br>make sense | /4          |

Is the planning grid organized, includes content area standards, instructional strategies, and assessments?

|              |  |   |   |                  |
|--------------|--|---|---|------------------|
| 0            | 5  | 7   | 10  | TOTAL 10<br>pts. |
| Not included | Grid is<br>organized, but<br>difficult to<br>follow,<br>content area<br>standards are<br>included, a<br>few<br>instructional<br>strategies and<br>assessments<br>are included<br>but do not<br>connect to the<br>standards | Grid is<br>organized and<br>standards are<br>included.<br>Instructional<br>strategies are<br>included but<br>not tightly<br>connected to<br>the standards<br>and<br>assessments<br>are minimally<br>connected to<br>the standards | Grid is<br>organized and<br>easy to read.<br>Content area<br>standards and<br>instructional<br>strategies are<br>included and<br>make sense to<br>promote<br>student<br>learning.<br>Assessments<br>are connected<br>to standards | /10              |

Did the group work together cooperatively in ways that promoted everyone's learning and success? 2 pts. \_\_\_\_\_

TOTAL /20 pts.

## Lesson Demonstration

10 Points

**Learner Outcomes:** Develop as an instructor by preparing and organizing a lesson around a lesson you taught during your student teaching placement.

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

**Preparation-** Carefully select a lesson. Plan how to teach to your peers.

### **Process**

You are required to sign up to teach one lesson for one class session. You will also discuss an analysis of your teaching with your peers. **The whole activity should be no more than 15 minutes.** The activity should engage the class and allow us to examine the materials in a meaningful way. Select a lesson that you'd like to have feedback on. **You must provide a context and history to your lesson (i.e. Where was your placement, what were the students like, why did you teach this lesson). Provide a lesson plan to the class. In addition, you must write and present a reflective analysis of your teaching. Respond to the following:**

- Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?
- How appropriate were your time allocations for the students, the content, and the planned instructional strategies and student activities?
- To what extent did the class/group as a whole achieve the academic learning goals of the lesson?
- How well did the lesson connect with the students' background and developmental information?
- In what ways did the environment in the classroom, including climate, rapport, routines, and procedures, contribute to student learning?
- In what ways was your lesson effective and what might you do differently to improve the lesson?

**A lesson plan and 1-2 page reflection will be turned into the instructor.**

## 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.

| 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><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 Taskstream**

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 is 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: a) description b) analysis and c) reflection.