CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 512: Elementary Teaching and Learning II
Differentiated Design for All Students
Valley Elementary School, Poway, California
Thursday: 8:00 a.m.-2:15 p.m.

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Office Hours: Monday and Wednesday 3:00-4:00 p.m. and by
appointment

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

Course Description:

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:

Successful completion of EDMS 511, competencies outlined in EDUC 422.

Course Objectives:

The objectives 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.

Required Texts

- 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 (4rd ed.)* Needham, MA: Allyn & Bacon.
- Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marion, Valadez, and Woo (2003). *Elementary Teaching and Learning.* Needham Heights, MA: Allyn and Bacon. (Compiled Reader=CR)
- TaskStream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for 1 year minimum).

Authorization to Teach English Learners

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

Accommodation for Disabilities

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.

Teacher Performance Expectation (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 (Year long Plan)
TPE 14 – Educational technology (   )

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.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

For this class, if you are absent one day, your highest possible grade is a B. If you are absent more than one day your highest possible grade is a C, which means you may not receive a passing grade for this course. Late arrivals and early departures will affect your final grade. Absences do not change assignment due dates.

Course Requirements/Assignments

Year Long Plan	20 points
IEP	15 points
Philosophy Statement	10 points
TaskStream Submissions	10 points
Disability matrix	10 points
ESL Family Science Night Project	20 points
Attendance/Participation	15 points
Total	**100 points**

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

Grading Standards

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

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). 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, 5th 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.

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."

Schedule/Course Outline

Date	Topic	Assignment
Session 1 01/24/05	Introduction: Course Outline and Community Building Activity	In class process
Session 2 01/24/05	Philosophy Assignment- Delineation of key elements	In class process
Session 3 01/27/05	Disabilities Matrix- Introduction and Workshop	In class process
Session 4 01/27/05	IEP- Introduction and Video analysis	In class process
Session 5 02/03/05	Three Month Plan- Bring school calendars and support materials	In class process
Session 6 02/03/05	Three Month Plan	In class process. **Due:** Philosophy Letter (TaskStream entry)
Session 7 02/10/05	Family Science Night- Introduction and assignments	In class process
Session 8 02/10/05	Family Science Night- Planning and Development	In class process
Session 9 02/17/05	Synectics- Teaching to Creativity- Lecture and group process	In class process **Due**: Disabilities Matrix project in hard copy form.
Session 10 02/17/05	Case study assignments- Jigsaw Learning	In class process
Session 11 02/24/05	Best practices share-a-thon	In class process
Session 12 02/24005	Workshop- Work on project for class	In class process **Due**: IEP cheat sheet in hard copy form.
Session 13 03/03/05	Family Science Night- Valley Elementary School, Poway	In class process- We will meet in the evening for the event
Session 14 03/03/05	Family Science Night	Have fun! Be happy!
Sessions 15 03/10/05	Mock Interviews	In class process
Session 16 03/10/05	Closure Event	**Due:** Family Science Night Reflection and Three Month Plan

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
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)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for both English language development and content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
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)
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**III. Cultural Contact**
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	**IV. Cultural Diversity in U.S. and CA.**
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Philosophy Statement/Letter Application   10 Points

<u>Learner</u>   Refinement of a personal philosophy of teaching and creation of letter of
<u>Objectives:</u>   application

<u>Assessment:</u>   Word processed philosophy of teaching statement letter

Resource(s):	**Title and necessary information:**
Textbook/pages	Villa, R. A. & Thousand, J. S. (l995). <u>Creating an inclusive school</u>. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 1, 2, 3, & 7 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> (3rd ed.) Boston: Allyn & Bacon. Chapters 1 & 16

Task Guidelines for Philosophy Statement/Letter of Application

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

Your educational philosophy   1 point
Identify you 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   1 point
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   **1 point**

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   **3 points**

How do your own personal values and biases affect the teaching and learning of students?
How does your identity and experiences influence your responses for numbers
1. your educational philosophy
2. your management approach
3. your instructional approach, including differentiation for students with special needs and English Language Learners

Citations from at least two sources   **1 point**

Honor work of others within paragraph writing. One of the most valuable components I try to implement from Alfie Kohn's *Beyond Discipline* (1996) is his belief that individuals misbehave when their basic needs have not been met.
If you use a quote make sure you include the following: author, date, page of quote

Resume   **1 point**

 Include a professional resume addressing your education and teaching experiences.

Total   **_____ / 10 points**

Disability Matrix   10 Points

<u>Learner Objectives:</u>	Knowledge of U.S. special education disability categories, accompanying learner characteristics, and needed supports for success in general education
<u>Assessment:</u>	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 Chapters 2 & 15	Choate, J.S. (2000) *Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.)* Boston: Allyn & Bacon. (ISBN 0-205-30621-7)
Supplemental Lecture	"The Categories of Disability" –Instructor, CSUSM, College of Education
Online Course Supplement	WebCT Disability Data Resources

Task Guidelines for the Disability matrix

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

> creating a table, graphic organizer, or other visual representation of the thirteen (13) special education disability categories presented in this course. Your table must take the form of a word-processed table or an Excel chart, or any other organizational scheme that clearly illustrates each of the following seven dimensions:

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

Suggestion: Consider using the landscape paper layout (File>Paper Size>Orientation: click Landscape), and having only 3 or 4 categories listed per page. This will give you adequate space to include all of the dimensions listed above.

Disability Characteristics Matrix Expectations

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

<div align="center">**The IEP Process**   **15 Points**</div>

**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 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	Gable, R.A. and Hendrickson, J.M. (2000). Teaching all the students: A mandate for educators. In J.S. Choate (Ed.) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3rd ed.), pp 1-17. Boston: Allyn & Bacon. (ISBN 0-205-30621-7) 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)	www.dssc.org/frc/frcl.htm This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information. www.ed.gov/offices/OSERS/IDEA This OSERS IDEA Home Page site provides a detailed explanation of IDEA.

	www.pitsco.com/pitsco/specialed.html This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites. www.hood.edu/seri/serihome.htm This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education.

Task Guidelines for the IEP Process

Today's teachers will have students with identifiable disabilities in their classrooms. When the Student Study Team (SST) process is not satisfactory, 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 you 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
This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information.

www.ed.gov/offices/OSERS/IDEA
This OSERS IDEA Home Page site provides a detailed explanation of IDEA.

www.pitsco.com/pitsco/specialed.html
This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites.

www.hood.edu/seri/serihome.htm
This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education

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

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.
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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) Sucessful inclusive teaching (3rd ed.). Needham, MA: Allyn & Bacon. Chapters16 Villa, Richard, & Thousand, Jacquelyn. (1995). Creating and inclusive school. Alexandria, VA: ASCD. Chapters 6 & 7
Internet Site(s)	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 free through CSUSM ebooks library.) ELD Standards - http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf 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 define 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 o
  - o Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
  - o Student that are accelerated learners as referred to by Piergangelo & Giuliani (2001)

Task Guidelines for Three Month Planning Calendar

Step One: You will create a 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 be will completing your three month plan with the assistance of the instructor a group 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 a 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.
4. Strategies for special needs students (at least three)
5. Strategies for second language learners (at least three)
6. Strategies for multiple intelligences
7. A planning grid
8. 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.

<p style="text-align: center;">**Electronic Portfolio - TaskStream   10 points**</p>

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)	http://lynx.csusm.edu/coe/eportfolio/index.asp 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. http://www.taskstream.com 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 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.

ESL Family Science Night   20 points

Learner Objectives: The students will create and conduct a family science night in order to demonstrate effective teaching strategies for both science education and ESL methodology.

Assessment: The student(s) will create and conduct a family science night. The student(s) will debrief with each other in class and write a report as to the effectiveness of the teaching demonstration overall.

Step One: Logistics- The first phase of this project will involve the organization of the Family Science Night. In teams and as a class we must complete the following tasks:

First**:** We will create a flyer, one in English and one in Spanish, advertising the Family Science Night. The flyer must include the following elements:

- A- Title of the event
- B- Date and Time of the event
- C- Explanatory statement as to the goals of the evening
- D- Location of the event
- E-   Brief description of program- schedule
- F-   RSVP slip

Note: The RSVP slip must include the following:
- A- Child's name
- B- Parent's name
- C- Teacher's name
- D- Number of adults attending
- E-   Number of school aged children attending
- F-   Number of preschool aged children attending

Second: We will develop a program for the event. The time frame will be working with is an hour. Our program should include an introduction, break-up groups (experiments), and closure with the group. Possible items to consider: who speaks at the introduction, who will monitor the groups, whether or not we will conduct a raffle, etc.

Third: We will create a sign in sheet for parents (English and Spanish) and a sign in sheet for ourselves to record who participated.

Fourth**:** We will be responsible for all set up and clean up for the event. Students in this course must arrive a half hour early to the event and be willing to stay after the event to clean up.

Fifth: We will create tag-cards to manage the experiments during the events. Participating parents will be invited to participate in two experiments only during the events. At the beginning of the event participating parents will be given two tags. The tag is admission to any experiment. In this way we limit the number of participates per experiments since people will be forced to select only two.

Sixth: We will need to organize two child care rooms- one for preschool children and the other school aged children (See Step Three)

Step Two: Experiments- We will be conducting six science experiments for the Family Science Night. Each experiment must last for twenty minutes only. The experiment should use materials found in most households. As the instructors, you will need to create and implement the following:

First: Select an experiment. Collect the materials and organize them so that you can distribute them easily during the event. You will need to provide materials for least 16 people.

Second: Create a handout for the parents with directions about how to conduct the experiment in both English and Spanish. The goal of this event is that parents will teach their own children at home so make the directions easy to read. Provide illustrations as this is a sound ESL strategy.

Third: Write out a formal lesson plan for this experiment.

Fourth: Conduct the experiment on the night of the event.

Step Three: Child care- As has been mentioned, we will organize two child care rooms for the event. Those of you who will run the Child care rooms must do the following:

First: Preschoolers will be given an art project related science. You will develop this art project making sure you have the necessary materials, etc. Plan your art project(s) for at least twenty children. School aged children will be playing a science game with the instructors. The instructors will develop this game. The game must support science education. Ideas for games could include vocabulary bingo, I-Spy, etc. Both child care centers must select a short book to read to the children at the start of the hour. The book selected must focus upon science.

Second: Write out a schedule of the Child care. Provide a detailed lesson plan for either the art project or the game depending on the room you will work in during the event.

Step Four: Debriefing- The week following the Family Science our class will discuss the event together. In addition to this discussion you each will write a three-four page report addressing the following questions or prompts:

1.) Describe your experiment or experience with the Family Science night. (Please attach your lesson plan with this report)
2.) What challenges did you face in developing the Family Science Night?
3.) What did you most enjoy about the experience? What would you change in the future?
4.) How did this experience clarify your thinking about your own teaching practices?
5.) Did this experiment change you views about the teaching of science?
6.) What did you learn with regard to ESL methodology?
7.) Did last semester's ESL science project help you in developing this event?

Note: Please type your report. This report is to turn in on the last day of class.