California State University SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDMX 512
Course Title	Elementary Teaching and Learning II for Education Specialists
CRN Number	23054
Days	Mondays
Time	10:30-1:20
Course Location	Virtual: both synchronous & asynchronous
Semester / Year	Spring 2021
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Hours	Virtual before and after class and/or by appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

Elementary Teaching and Learning II

This course focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms.

Course Prerequisites

Admission to the Multiple Subject/CLAD Teacher Credential Program.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Elicit student understandings through the design and analysis of standards- and objectives-aligned formal formative assessments, student self-assessments, and summative assessments
- Develop success criteria in the form of a rubric to describe the extent to which students are learning
- Draw on the literature and clinical experiences to reflect on the practice and purposes of assessment
- Design and reflect upon standards-aligned, skills-based physical education instructional practices and assessments, including progress monitoring
- Describe a classroom management plan that reflects candidates' individual philosophies and practices, including those related to classroom expectations, routines, communication, social emotional growth, safety, and approaches to addressing challenging and biased behaviors

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Required:

Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin. (From EDMX 511)

Turnbull, Turnbull & Turnbull, Wehmeyer, Shogren (2020). *Exceptional Lives: Special Education in Today's Schools* (9th ed.) Pearson Education, Inc. (From EDMX 511)

Greene, R. (2015). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York, NY: Simon & Schuster.

Recommended:

Center for Responsive Schools (2015). *The First Six Weeks of School*. Center for Responsive Schools. https://www.responsiveclassroom.org/product/first-six-weeks-of-school/

Wood, C. (2018) Yardsticks: Child and Adolescent Development Ages 4-14 (4th Ed) Center for Responsive Schools (From EDMX 511)

Other Course Materials:

Numerous readings and resources required to successfully complete this course are available through Cougar Courses. Look in each module for required links and videos. Used by permission.

CalTPA handbook, most recent publication; downloaded, printed and bound.

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. **Candidates are required to formally address the following TPEs in this course:**

TPE 2: Creating and Maintaining Effective Environments for Student Learning
(Inclusive Classroom Management Plan—Assessed; Focused Observation—Practiced)

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject matter for Student learning Content Specific Pedagogy (Curriculum Map with Phys Ed and Arts Ed **–** Practiced and Assessed)

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum

TPE 4: Planning Instruction and Designing Learning Experiences for All Students
(Unit of Study and IEP/Adapting Curriculum Assignment – Introduced, Practiced and Assessed)

4.2 Understand and apply knowledge of the range and characteristics of typical and atypical

child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning

TPE 5: Assessing Student Learning (Connected Instruction Unit—Practiced and Assessed)

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

TPE 6: Developing as a Professional Educator (Focused Observation—Introduced & Practiced; IEP/FCP Presentation—Introduced and Practiced)

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2020-2021 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment).

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the required seminars. Attendance at TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Additionally, to support candidate success in the concurrent credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content

knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates**: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning**. These dispositions have observable actions that are assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Concurrent candidates are expected to meet the level of *initial target* during the program.

CONCURRENT PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Preliminary Mild to Moderate and Extensive Support Needs Education Specialist Program

1. Applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation.

2. Using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement.

3. Using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum.

4. Differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices.

5. Collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families and community agency personnel to maximize communication and instructional quality.

EDMX 512 SCHEDULE/COURSE OUTLINE Spring 2021
Tentative- may change according to need

Week	Topics and Base Team Activities	Assignments Readings Due
Week 1 1/25	Synch: **Course Overview – Organization!** 511 Knowledge Retention Survey Establishing professional goals activity	**Read/Do:** SWOT activity Always, always, always **read ahead**
Week 2 2/1	Synch: **Writing a Unit - Connected Instruction** https://www.sdcoe.net/human-resources/teacher-prep/Documents/CSTP_Continuum_of_Teaching_Practice.pdf **Units:** https://iris.peabody.vanderbilt.edu/module/cnm/cresource/q1/p01/#content	**Read:** Module readings re CSTP Continuum Module reading IRIS website, focus on page 15.
Week 3 2/8	Synch: **Unit Workshop 1 & Assessment Activities** Formal Formative Assessment Summative Assessment/ Rubrics as needed Student Self-Assessment Feedback	**Read:** Heritage Chs 3 & 4 re: Data & Success Criteria
Week 4 2/15	**Asynch**: **Unit Workshop 2 & Social Skills** Unit Workshop – INCLUDE Social Skill Tasks CDE: Social/Emotional Skills https://www.cde.ca.gov/ci/se/index.asp	**Read:** -Heritage Chs 5, 6, & 7 -CDE website Soc Skills -Lost at School, Chs 1, 2 **DUE:** Unit Plan
Week 5 1/22	Synch: **Curriculum Map with PE & VAPA Intro and Workshop** CDC Healthy Schools: https://www.cdc.gov/healthyschools/healthybehaviors.htm CA PE standards: https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf CA VAPA Standards:	**Read:** -Review/use Turnbull, Ch 5 -CDC link: Promoting Healthy Schools -CA PE & VAPA sites
Week 6 3/1	Synch: **Curriculum Map Workshop 2** Adapting standardized curriculum	**Read:** Resources in Modules
Week 7 3/8	Synch: **Curriculum Map Presentations (w PE & VAPA)** *If time:* **IEP Family Centered Approach Introduction**	**Read:** **Due:** Curric Maps Presentations
Week 8 3/15	**Asynch**: **Classroom Management 1:** Restorative Practices https://aurora-institute.org/cw_post/designing-equitable-and-culturally-responsive-learning-spaces/	**Read:** Lost at School, Chs 3,4
3/22-27	No Class **CSUSM Spring Break** *(candidates take Spring break with CP placement district, no coursework from university this week.)* **Look for updated Schedule this week.**	**No items due, work ahead**

Week 9 3/29	Synch: **FCP/IEP Workshop 1**	**Read:** FCP assignment, roles (see syllabus) Lost at School, Ch
Week 10 4/5	Synch: **FCP/ IEP Workshop 2**	**Read:** Resources in Modules
Week 11 4/12	Synch: **FCP/ IEP Presentations**	**Due:** FCP Presentations
Week 12 4/19	**Asynch: Classroom Management 1:** Lost at School	**Read:** Resources in Modules
Week 13 4/26	**Asynch: Classroom Management 2:** Restorative Practices	**Read:** Resources in Modules **4/29 TPA Videos due 5/20 Final TPA docs due**
Week 14 5/3	**Synch: Wrap Up**	**Due:** Inclusive Classroom Management plan
Week 15 5/10	**CSUSM Finals Week - No Final for EDMX 512**	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Participation
This course has been designed to provide ample opportunities for your participation. To facilitate discussion, you are expected to come to class prepared to talk about and engage around the required readings and assignments due. Students are encouraged to contribute to class discussion and diverse views are desired. Try to connect the readings to your teaching and clinical experiences whenever possible. The class is scheduled to meet 8 times over the spring term. Each of you is expected to be present at every class or activity, to be on time, and to not leave class early. Participation is not graded but the expectation is that you will participate actively and generously.

GRADED COURSE COMPONENTS – ASSIGNMENTS & RUBRICS

Connected Instruction Unit/Assessment Assignment   **(30 points)**

This assignment is designed for candidates to demonstrate your skills and understandings related to formal formative assessment, student self-assessment, summative assessment, and success criteria. You will outline 3-5 lessons of connected instruction (lessons that would be taught back-to-back on the same topic, theme, strategy, or skill; this may be referred to as "unit segment"). This assignment requires:
Foundational Information for the Unit
1. Preliminary Information: Provide preliminary information for the chosen lesson including student profile information and developmental considerations

2. <u>Standards</u>: Provide information on the content and ELD standards for the entire connected instruction segment. Be sure to include proper notation for the standards (using the letters and numbers for the content standard(s))
3. <u>Objectives</u>: Clearly lay out the content and ELD objectives for each lesson within the connected instruction mini-unit

Assessments to Design
1. A formal formative assessment for <u>*each*</u> lesson within the mini-unit. If appropriate, include a blank copy of the assessment
2. Success criteria in the form of a rubric for <u>*one*</u> of the formal formative assessments
3. A student self-assessment that is a component of <u>*one*</u> of the lessons within the mini-unit
4. A summative assessment for the entire connected instruction mini-unit. If appropriate, include a blank copy of the assessment
5. Success criteria in the form of a rubric for the summative assessment

Reflection
Compose a reflection, using visuals and text that addresses the following:
1. What are you trying to accomplish within this mini-unit? What are you aiming for the students to learn? How are you envisioning the instruction unfolding over the course of the 3-5 lessons?
2. How do you see the different assessments created for this assignment supporting you in eliciting evidence of students' learning over the course of the mini-unit? Consider the specific purposes, characteristics, and appropriate uses of the different kinds of assessments. Root your explanations in the literature on assessment (e.g., Heritage) and draw on specific examples from the assessments you designed.
3. How do you see the success criteria you created helping you to evaluate the evidence you have gathered through the assessments? Again, root your explanations in the literature on assessment (e.g., Heritage) and draw on specific examples from the success criteria you designed.
4. How do you see these assessments and success criteria potentially informing changes as you teach the mini-unit as well as within future units?

TPE 5.1 (Practiced and Assessed)

Connected Instructional Mini-Unit with Assessment Assignment Rubric

	Exceeds Expectations	**Meets Expectations**	**Does Not Yet Meet Expectations**
Foundational Information			
Preliminary Information		Candidate provides clear and robust information on the students who will be taught this connected instruction mini-unit The description includes specifics about developmental considerations for students within this age group	
Standards		Candidate clearly outlines the content and ELD standards for the entire connected instruction mini-unit Includes proper notation for the standards (using the letters and numbers for the content standard(s))	

Objectives		Candidate clearly lays out the content and ELD objectives for each lesson within the connected instruction mini-unit The objectives have the proper structure and align with the standards	
		Assessments to Design	
Formal Formative Assessment		Candidate designs/adapts a formal formative assessment for each lesson within the mini-unit Each assessment is described in detail, making clear how student learning toward the objectives will be elicited at/by the conclusion of each lesson If appropriate, a blank copy of the assessment is included	
Success Criteria for Formal Formative Assessment		Candidate clearly lays out, in a rubric, the success criteria for one of the formal formative assessments. The success criteria are clearly aligned with the objectives and the standards and lay out what different levels of student performance look like The success criteria adhere to the tenets of strong rubric creation	
Student Self-Assessment		Candidate designed/adapted a student self-assessment that will be a component of one lesson within the mini-unit The student self-assessment is described in detail, making clear the criteria students will use to evaluate their own learning The student self-assessment is aligned with the standards/objectives of the lesson and/or mini-unit If appropriate, a blank copy of the assessment is included	
Summative Assessment		Candidate designed/adapted a summative assessment for the entire mini-unit The summative assessment is described in detail, making clear how student learning toward the standards and objectives taught across the mini-unit will be elicited If appropriate, a blank copy of the summative assessment is included	
Success Criteria for		Candidate clearly lays out, in a rubric, the success criteria for the summative assessment for the mini-unit	

Summative Assessment		The success criteria clearly lay out what different levels of student performance look like in terms of all the objectives and standards taught The tenets of strong rubric creation are evident	
Reflection			
		Reflection uses visuals and texts to clearly describe what the candidate was teaching across the lessons in the mini-unit Candidate lays out in detail what they wanted students to learn and how they envision the instruction unfolding over the course of the 3-5 lessons	
		Candidate draws on the literature and specific examples from their assessments to explain how they see the different assessments created for this assignment supporting them in eliciting evidence of students' learning over the course of the mini-unit Candidate clearly lays out how what they created aligns with the specific purposes, characteristics, and appropriate uses of the different kinds of assessments	
		Candidate draws on the literature and specific examples from their success criteria to explain how it will support them in evaluating the evidence gathered about student learning in the assessments	
		Candidate describes in detail how they see the assessments and success criteria potentially informing changes as they teach the mini-unit (within the subsequent lessons taught) as well as for future units	

One Month Curriculum Map w PE & Arts Ed   (20 points)

This assignment requires candidates to work with their group/team to develop and report on a proposed one-month planning calendar. Each group plan will cover all appropriate learning standards for a selected grade level for **all subjects**. **This will be a 4 to 5 page plan for one full month to 6 weeks.** Within that month timeframe, a unit of study is to be developed as a specific area and integrated onto the overall plan. The detailed plan is to be submitted in assignment portal and will conform to the format as outlined in class.

Using the provided template, outline the following:

1. **California State Standards:** Outline the BOTH the PE and Arts Educationstandards for your chosen lesson, using both appropriate notation and text to be found at::
   https://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf)
   AND
   https://www.cde.ca.gov/ci/vp/cf/

2. **Lesson Objective(s)**: Write out a lesson objective(s) related to your standard(s). Make sure the content of the lesson is manageable. Your objective should be skills based and non-competitive.
3. **Lesson Sequence**: Write out the step-by-step sequence of instruction in your plan. The duration of your lessons should not be more than a half hour. This may be similar to a lesson sequence prepared for another course.
4. **Adaptations:** What adaptations do you plan to incorporate for this lesson? How will you adapt instruction for students who receive special education services and for ELLs? Be explicit about your adaptations as well as how any accommodations/modifications from IEPs, 504 plans will be included.
5. **Assessments**: Define the success criteria for your Lessons in the form of a rubric. Be sure to indicate how you will monitor progress with respect to the skill(s) you will teach. Additionally, indicate in the rubric how your students might self-assess during the 4-6 weeks of your instruction and their participation. Examples of self-assessment include worksheets, lists, videos of a students' progress. Moreover, describe how you might monitor their progress over the 4-6 weeks of teaching to these standards.

-TPE 3.3, 3.6 TPE 4.7 (Introduced, Practiced, Assessed)

Curriculum Map with PE & VAPA Integration Rubric

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Standards and Learning Objectives (3 points)		The candidate includes each of the following: A grade level appropriate standard or standards from the California Frameworks Clearly articulated skills based and non-competitive objectives	
Lesson Sequence (2 points)		The candidate clearly articulates: A manageable step-by-step sequence of the learning experiences The lesson plan is clearly designed to occur within a 30-minute block of time	
Adaptations (5 points)		The candidate clearly articulates: Adaptations/accommodations/modifications for students receiving special education services, (when appropriate) and ELL students	
Assessments (10 points)		The candidate clearly articulates: Success criteria in the form of a rubric A clear plan for student self-assessment, including their development of the skills and participation	

		Includes examples of self-assessment (such as the worksheets or description of videos and how they will be used)	
		Includes a clear plan for progress monitoring over the 4-6 weeks of teaching to the chosen standards	

Focused Observation #3   (5 points)

Building on our work in EDMX 511, and based on your reading of *Lost at School: Why our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them*, you will complete a third focused observation. This observation is designed to focus candidate attention on: (1) how teachers support students' social-emotional growth and conflict resolution (including by using PBIS and restorative justice approaches). (2) how teachers recognize and address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (3) how teachers articulate and model productive interactions for student-to-student and student-to-teacher interaction. (4) how your values and biases shape teaching and learning.

-TPE 2.1, 2.3, 2.6 (Practiced); TPE 6.2 (Introduced and Practiced)

Inclusive Classroom Management Plan   (15 points)

The inclusive classroom management plan details your philosophy of classroom management as well as how you plan to apply it; it is written for an audience of school leaders and teachers. Drawing upon research (e.g., *Punished by Rewards, Culturally Relevant Classroom Management, Lost at School)*, your focused observations, learning from your clinical placements, as well as classroom discussions and activities, use text and visuals to clearly design and provide a rationale for:

1) How you will establish and maintain clear expectations for positive classroom behavior and for student-to-student/student-to-teacher interactions. Describe how you will structure and communicate routines, procedures, and norms to students and their families (e.g., arrival routines, signals, transitions, materials management, and end-of-day routines, parent communication letters).

2) How you plan to promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

3) How you plan to establish, maintain, and monitor your inclusive learning environment to ensure that students feel physically, mentally, intellectually, and emotionally healthy, safe, and ready to learn.

4) How you intend to address challenging and biased behaviors in your classroom, including instances of intolerance and harassment among students, such as bullying, racism, and sexism.

-TPE 2.1, 2.3, 2.6 (Assessed)

Inclusive Classroom Management Plan (ICMP) Rubric

	Exceeds Expectations	Meets Expectations	Yet to Meet Expectations
Expectations for positive classroom behavior and interactions (1 point)		The ICMP clearly lays out how expectations for positive classroom behavior (including student-to-student/teacher-to-students interactions) will be established and maintained. The ICMP specifically describes how the candidate plans to structure and communicate routines, procedures, and norms to students and their families. The ICMP draws on the research, and includes visuals and text, in its description of expectations for positive classroom behavior and interactions	
Promoting growth and development in a caring community (5 points)		The ICMP clearly lays out how the candidate will promote students' social emotional growth and development through management. The ICMP specifically describes what approaches to positive interventions and supports, restorative practices, and conflict resolution practices they intend to use in their classroom. The ICMP describes how these practices are designed to foster a caring classroom community where all students are treated fairly and respectfully by adults and peers. The ICMP draws on the research, and includes visuals and text, in its description of approaches to promoting growth and development in a caring community	
Establishing and maintaining a safe and inclusive learning environment (5 points)		The ICMP clearly lays out the candidate's management plan in respect to establishing, maintaining, and monitoring an inclusive learning environment to ensure students feel physically, mentally, intellectually, and emotionally healthy, safe, and ready to learn.	

		The ICMP draws on the research, and includes visuals and text, in its description of how the candidate will establish and maintain a safe and inclusive learning environment.	
Addressing biased and challenging behaviors (5 points)		The ICMP clearly lays out how the candidate intends to address challenging behaviors in their classroom. Specifically, the candidate articulates how they intend to address instances of bias, intolerance, and harassment (e.g., bullying, racism, homophobia, sexism). The candidate draws on the research, and includes visuals and text, when describing how they will address challenging and biased behaviors in the classroom	

IEP Family Centered Perspective (FCP) Project & Presentation (20 points)

At the end of the semester, you will present your FCP/IEPto a small group for feedback as well as to practice attending and preparing for an IEP. The purpose of this assignment is to provide everyone in your group an opportunity to view the IEP process from the perspective of a family—with different roles and points of view about what types of services the student needs from the perspective of each family member. The goal is to provide the opportunity for a holistic portrait of your "family".

Every CSUSM Concurrent candidate will receive detailed training for preparing, managing and running an IEP in EDMX 631 and EDMX 627, which occur during the term you will be completing your Sp Ed Mild/Moderate Clinical practice.

Since the courses for concurrent candidates next term focus on IEP **development, educational law, ethics, rules and regulations, plus formal assessment administration, this assignment will focus on the different roles that each IEP team member plays, with an emphasis on the family of the child living with the condition.** This assignment is a 'first exposure', to this process (even if you have already attended an IEP), and to the different components of conducting an IEP with professionalism, compassion and poise, with **strong focus on the collaborative skills required for a successful meeting outcome.**

Each table group will be assigned a more severe type of condition to research. The group will create their own child/student (see the Turnbull or Villa Thousand text) and develop an IEP from a template provided.

Each group member will adopt the role of a family member as detailed below, and then **research the assigned disabling condition from the viewpoint of that role.** For example, the *mother* of a child with Autism will have very different needs, questions, views and approaches for her child than perhaps an *uncle* or a *grandmother* might have of the grandchild/niece with Autism. Even a *sibling* will have a variety of issues and questions which differ from that of a parent.

SCENARIO/SITUATION "The Family Snapshot"

The members of your group belong to an extended family which includes a child with a specific disability. This disability is rarer and more severe or acute in nature than many. One "head of household" person earns $35,000.00 per year and has a very basic health insurance policy through his/her company; the insurance does NOT cover major medical and catastrophic expenses. This level of income has placed the family in the position of needing to live with in-laws or other family members. With the birth (or onset/determination of the disability), there have been many things to learn, assimilate and many new emotions to cope with among all family members. Planning for how *all* family members can experience a quality life has taken on new importance with the strain of this need.

You all realize that this concern has many facets and that one major task is to find the educational and community resources and supports needed for you, your child and the family to thrive, while still making the special accommodations that your child with disabilities needs. You understand that this task will be ongoing until all of the children have grown to adulthood and are able to provide for themselves independently. You also realize that unique approaches are needed for each concern and that plans will need to be made to meet his/her current needs as well as plans which lead to as independent, productive and fulfilling a life as is possible in the child's adult years.

ROLES

Divide up the following character roles among the group: A **parent** (One physically, but the other one may be referred to in the simulation). A **sibling** (any age/gender; omit this role if only three group members). An **extended family member** (aunt, uncle grandparent, etc.), and one **professional person** who" just happens" to be a family friend, and has a developed relationship with the family--this could include some type of teacher, **or** a social worker, **or** an occupational therapist, **or** a community liaison,—choose to suit the need of the condition and family need. If more than four group members, add in a **counselor /psychologist** as a family friend or member.

The goal here is to create a group which will possess an intimate knowledge and set of perceptions of the student/child/sibling which differ from those found in a strictly professional setting. *Do NOT include the child family member with the condition in the simulation.*

Groups may structure their family in whatever configuration that everyone agrees to with group members. You must choose one of three "lifespan-point-in-time" positions from which to address your situation. These three are **infancy-early childhood**, then **kindergarten through 12th grade***,* and also **transition into adulthood and independent living**.

Include information about ALL three life stages, but tell your story from ONE point in time.

Infancy-early childhood/preschool	Kindergarten through 12th grade	Transition to adulthood & independent living

For example, your position could be phrased as: "We are so happy to see that Lisa is graduating with a diploma and has visited the college where she's been accepted, but can remember the fight we had to obtain services for her in her elementary years when we had to..."

OR, another example: "While this has been a shock for us to assimilate and has required the help of many doctors and professionals for us to fully understand the needs we now all have in our family, we are now more determined than ever that our baby will receive what is due him in terms of care and support..."

TEAM WRITTEN PRODUCT:

1. HOW DO WE MEET OUR CHILD'S NEEDS? A profile of your child and family, in the life space/ timeframe of your choosing. Decide upon the various "voices" of opinion, concern and need, with these aspects addressed:

   a. Description of his/her personality and strengths, including implications of his/her disability on her cognitive, physical, social and emotional development.
   b. Complete description of the disability and how it manifests itself in your child, with special attention to his/her multiple intelligences, preferred learning modalities.
   c. Description of the impact that the disability has upon the family members, each in their own way, and how each is coping and handling other relationships.
   d. Of the program options available for your child, what are your dreams for educational services for the preschool, elementary and secondary years?
   e. What are your nightmares or fears for your child in regard to schooling and social development?
   f. What are your hopes for post-secondary adult life and employment, education and independent living? Tell us what those options might look like.

2. PROFILE OF SERVICES AND SUPPORTS

   a. What/which special education and other relate professionals are needed for support?
   b. What are the key features of nondiscriminatory evaluation to establish eligibility for services for the child?
   c. What are some central inclusion issues and hot "Inclusion Tips" for teachers?
   d. What are the primary concerns to be addressed by the professionals who support your child?
   e. How are the social relationships/needs of the child fostered and addressed; how does this child learn best?

3. PRIMARY REFERENCES & HIGHLIGHTS/ RESOURCES FOR TEACHERS

   a. Equipped with the specific information your group has developed about your "child" from your research and meetings so far, bring the IEP form to the table now.
   b. Using the family centered perspective that you have developed, create an IEP for your child.
   c. The role of the Special Educator and other professionals will be adopted by everyone in the group collectively, in addition to your familial roles.
   d. Depending upon the age of "your child", choose the IEP (Individual Education Plan) form or the ITP (Individual transition Plan) form found in the CC resources. The IEP is the first 11 pages of the document, and the ITP is page 11 – 15.

Complete and present the following areas of the IEP:

   a) Basic Info: Complete with hypothetical information based upon the child your group creates
   b) Disability Type and description, including the Re-evaluation plan if your child fits
   c) PLOP : Complete with hypothetical information, based upon your child's characteristics
   d) Assessment Data/Special Factors page – complete as needed
   e) Annual Goals (think academic, social, independence-oriented)
   f) Write ONE goal and two objectives on page 5 (form 4)
   g) Accommodations/Modifications – complete as needed
   h) Related Services – complete as needed
   i) Educational Setting/Placement page
   j) Consent page

k) IEP Team Meeting Notes
(NO amendments page)

This IEP form will be a part of the group process and will be a part of your final presentation, though you will not present the entire form in detail. Please feel free to create a PPT, chart or template to digitally project when your group makes their presentation

5. PRESENTATION GUIDELINES

The final presentation does NOT need to be presented in your family roles. You will share what your "family" determined to be the best placement, educational goals and services based upon your finding and what you learn as professionals about these educational options.

Your group will present the outcomes or proceedings of your Family Centered IEP experience. This will entail a simple 2-3 slide digital overview of Assignment Items 1, 2, and 3. This is a group task, with speaking assignments need to be divided equitably. Feel free to change who presents what—*this is a suggested format for presentation and is NOT required.* ***FULL and SHARED presentation participation is the point and the goal to achieve the experiential aspect of this activity.***

- Parent = Description of child and the various family perspectives
- Sibling = Question 2,
- Extended family member = Question 1
- Professional friend = Question 2, items b through e.
- Other Professional = ½ of the IEP review, with rationale for decisions.
- EVERYONE PARTICIPATES IN THE DESCRIPTION OF OR THE SIMULATED IEP.

In your presentation, be certain to describe why your group made the decisions and chose the alternatives as you did.

A FINAL WORD:
Keep in mind that this is indeed a simulation, as you are not really a family, nor are you really the professionals in this exercise, but utilizing what you now know and have created for your child to develop an IEP. Since this is a simulation, once again, the purpose of this additional facet of the exercise is intended to allow you the experience of this professional activity from the perspective of the family.

-TPE 3.6 (Practiced) TPE 6.2, 6.3 (Introduced and Practiced and Assessed); TPE 6.5 (Introduced and Practiced)

Rubric for IEP/Family Centered Approach Presentation (20 pts)

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Scenario/Situation **Family Snapshot** **Structure**		The candidate group collectively includes each of the following: Clearly articulated roles and scenario to reflect the family situation and objectives The details of the person with disabling conditions are clear and presented with the	

		positive dispositions of caring, support, acceptance, and fairness Clear description of structure and point in lifespan this IEP is occurring. Covers past, present, future	
Meeting Needs (Written Product item 1)		Well-developed voices that intermesh with one another, as in a family Solid responses to items a-f Authentic engagement with the content and scenario as a group.	
Profile of Services and Support (Written Product item 2)		Demonstrates a well-researched variety of community, educational and social resources for the student and family. Robust responses to items a-e	
Primary Resources for Teachers/Family in IEP (Written Product item 3)		Completed IEP template with attention to bulleted points that are actual areas on an IEP and of significance for your student. Robust and authentic integration of items a-d.	
Presentation of Written Product		Written product cites actual resources and organizations and references for classmates	
Physical presentation of the FCP IEP		Shared, active engagement in presentation and support of other presenters. Demonstration of responsibility for the outcome of the project, and a focus on the ethical integrity of an actual IEP team meeting.	

Grading Standards

Assignment/Activity	Points
Connected Instruction Mini-Unit (group)	30 points
Curriculum Map w Phys Ed & Arts Ed (TPA grade level group)	20 points
Focused Observation (indiv)	5 points
Inclusive Classroom Management Plan (indiv)	15 points
IEP/FCP Presentations (group)	20 points
Participation/Collaboration/Dispositions (indiv)	10 points
Total	**100 points**

	A = 95-100	A– = 90-94
B+ = 87-89	B = 83–86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D = 60-69	F = 0-59	

Final Exam Statement

There is no final exam for this course. Authentic competency assessments occur throughout course.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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. <u>Individual instructors may adopt more stringent attendance requirements</u>. If the candidate (course participants) have extenuating circumstances, s/he must contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*
In an online learning environment, the same policies apply to punctual arrival, full participation and attention to activities, conversations and/or lectures. Breaks are a part of this format, so please plan accordingly.

Policy on Late Work

Students are expected to turn in their work in a timely manner; this is particularly important because each course session is designed to utilize the assignments/readings due in class. There will be a 10% deduction in points for each day a written assignment is turned in late. Assignments <u>will not be accepted if they are more than one week late</u>. Please speak with me if there are exceptional circumstances.

GENERAL CONSIDERATIONS

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.
Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html
Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

If you SUPPLY another student with a copy of your work, this makes you a part of plagiarism and the same penalties may apply.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

Course Format

This is an online course format due to the COVID pandemic.

Necessary Technical Competency Required of Students

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Contact Information for Technical Support Assistance

ITT student support services link - http://www.csusm.edu/sth/support/index.html

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages are crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

EDMX 512 requires candidates to take and submit quiz results during Orientation week from The Core Rules of Netiquette, found at: http://www.albion.com/netiquette/

TEACHER PERFORMANCE EXPECTATIONS
ADDRESSED IN EDMX 511

Commission Approved California Teaching Performance Expectations (TPE) Universal TPEs			
TPE	**Introduced (I)**	**Practiced (P)**	**Assessed (A)**
TPE 2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.		Focused Observation (p.12) Inclusive Classroom Management Plan (p. 12)	Inclusive Classroom Management Plan (p. 12)
TPE 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism		Focused Observation (p.12) Inclusive Classroom Management Plan (p. 12)	Inclusive Classroom Management Plan (p. 12)
TPE 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.		Focused Observation (p.12)	Inclusive Classroom Management Plan (p. 12)

Commission Approved California Teaching Performance Expectations (TPE) Universal TPEs			
TPE	**Introduced (I)**	**Practiced (P)**	**Assessed (A)**
TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	Curriculum Map W PE/VAPA (p.10)	Curriculum Map W PE/VAPA (p.10)	Curriculum Map W PE/VAPA (p.10)
TPE 3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum		Curriculum Map W PE/VAPA (p.10) IEP/FCP Project (p. 14)	Curriculum Map W PE/VAPA (p.10)
TPE 4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students	IEP/FCP Project (p. 14)	Curriculum Map W PE/VAPA (p.10)	Curriculum Map W PE/VAPA (p.10)
TPE 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning	Curriculum Map W PE/VAPA (p.10)	Curriculum Map W PE/VAPA (p.10)	Curriculum Map W PE/VAPA (p.10)

Commission Approved California Teaching Performance Expectations (TPE) Universal TPEs			
TPE	**Introduced (I)**	**Practiced (P)**	**Assessed (A)**
TPE 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.		Connected Instruction Unit (p.7)	Connected Instruction Unit (p.7)
TPE 6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.		IEP/FCP Project (p. 14)	Focused Observation (p.12) IEP/FCP Project (p. 14)
TPE 6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	IEP/FCP Project (p. 14)	IEP/FCP Project (p. 14)	IEP/FCP Project (p. 14)

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