

<b>Course &amp; Section Nos.</b>	<b>EDMS 511</b>
<b>Course Title</b>	<b>Elementary Teaching and Learning I</b>
<b>Class Roster No.</b>	<b>42458 Section 1</b>
<b>Course Day(s)</b>	<b>Tuesday</b>
<b>Time</b>	<b>8:30 a.m.- 3:00 p.m.</b>
<b>Course Location</b>	<b>San Marcos Elementary, San Marcos, CA</b>
<b>Semester / Year</b>	<b>Fall 2019</b>
<b>Instructor</b>	<b>Gilbert Valadez, Ed.D.</b>
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## WELCOME

### 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

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## COURSE DESCRIPTION

### Elementary Teaching and Learning I

Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms.

### Instructor 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

Admission to the Multiple Subject/CLAD teacher Credential Program.

### Course Objectives

The purposes of this course are threefold:

- to expand preservice candidates' knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

## REQUIRED TEXTS, MATERIALS AND ACCOUNTS

- Wiggins and McTighe, (2000) *Understanding by Design* Association of Supervision and Curriculum Development
- Lemov, D., (2010) *Teach Like a Champion*, Jossey Boss Teacher Publication, , San Francisco, California.

### Course Material Available

There are numerous online resources available for you in this course. Look to each section for required links and videos.

### TaskStream Account

It is a requirement to register with TaskStream to complete the work of this course.

## COURSE LEARNING OUTCOMES

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

develop and write a cycle of lessons using the EdTPA lesson planning model,  
demonstrate effective teaching strategies in live presentations,  
write a classroom management plan,  
learn to apply Response to Interview technique in lesson planning,  
learn to apply Universal teaching strategies as a means of effective differentiated instruction.

## **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 (2016)**

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. You will be required to formally address the following TPEs in this course:

### **TPE 2: Creating and Maintaining Effective Environments for Student Learning**

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. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
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.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

### **TPE 4: Planning Instruction and Designing Learning Experiences for All Students**

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
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.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
  - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
  - appropriate modifications for students with disabilities in the general education classroom;
  - opportunities for students to support each other in learning; and
  - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
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**

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.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

#### **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 2015-16 academic year the CSUSM credential programs will use the edTPA (Educative Teacher Performance Assessment).

## Cal TPA

The CSUSM assessment system is the Cal TPA. To assist with your successful completion of the Cal TPA, a capstone class is part of your curriculum. In this class Cal TPA related questions and logistical concerns are addressed. Additional support materials are available on the Cal TPA website.

<http://www.ctcpa.nesinc.com/Home.aspx>

Additionally, to support your success in your credential program and with Cal 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 will be 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. Candidates are expected to meet the level of *initial target* during the program.

## SCHEDULE/COURSE OUTLINE

Date	Topic	Assignments
Session 1 08/27/19	<p>Introduction/Course overview</p> <p>Community building</p> <p>Lesson planning workshop: Basic lesson plans.</p> <p>Management issue: Planning for academic achievement</p>	<p><b>Read</b> forward, the author, and introduction, and Chapter two, Planning that ensures academic achievement - <i>Teach Like a Champion</i>.</p> <p><b>Examine</b> Cal TPA materials.</p> <p><b>Submit</b> session reflection. Due date: 9/3/19</p>
Session 2 09/03/19	<p>Lesson planning workshop, continued</p> <p>Differentiation and universal access</p> <p>Using an ability matrix for differentiation</p> <p>Peer Discussion</p> <p>Management issue: Setting high academic expectations.</p>	<p><b>Read</b> Chapter one, Setting high expectations - <i>Teach Like a Champion</i>.</p> <p><b>Browse</b> the linked articles to prepare to teach a diverse group of students.</p> <p><b>Review</b> the management plan assignment.</p> <p><b>Group one:</b> Prepare for peer discussion of Chapter one - <i>Teach like a Champion</i>.</p> <p><b>Submit:</b> session reflection. Due date: 9/10/19</p>
Session 3 09/10/19	<p>Six Facets of Understanding- Grant Wiggins</p> <p>Lesson planning continued.</p> <p>Peer discussion</p> <p>Management issue: Structuring and delivering lessons</p>	<p><b>Read</b> Chapter three, Structuring and delivering lessons - <i>Teach Like a Champion</i>, and "Six facets of understanding" article.</p> <p><b>Review</b> the management plan grid and write down any questions you have about this assignment.</p> <p><b>Group two:</b> Prepare for peer discussion, Chapter three, <i>Teach Like a Champion</i>.</p> <p><b>Submit</b> session reflection. Due date: 9/17/17</p>
Session 4 09/17/19	<p>Overview of pre-assessment, formative, and summative assessment strategies.</p> <p>Introduction of principles of backward design lesson planning</p> <p>Peer discussion</p> <p>Management issue: Engaging student is lessons</p> <p>Lesson planning continued for Cal TPA</p>	<p><b>Read</b> Chapter four, Engaging students in lessons - <i>Teach Like a Champion</i>, and "Backward design 101" article.</p> <p><b>Browse</b> all of the content links for assessment and think about the question: What are the elements of a quality assessment?</p> <p><b>Complete</b> discussion forum, Assessment sample and reflection.</p> <p><b>Group three:</b> Prepare for peer discussion of, "Backward design 101,"</p> <p><b>Group four:</b> Prepare for peer discussion, Chapter four, <i>Teach Like a Champion</i>.</p> <p><b>Submit</b> session reflection. Due date: 9/24/19</p>

Date	Topic	Assignments
Session 5 09/24/19	<p>Elements of Response to Intervention (RtI) teaching strategies for working with students with special needs</p> <p>Elements of progress monitoring in instruction</p> <p>Case studies of monitoring process</p> <p>Peer discussion</p> <p>Management issue: RtI</p>	<p><b>Read</b> "Six guiding principles of RtI" article and all three progress-monitoring articles.</p> <p><b>Browse</b> the RtI Power Point and video.</p> <p><b>Group five:</b> Prepare for peer discussion of RTI article.</p> <p><b>Submit</b> your progress monitoring assignment, session reflection, and the ability case study matrix. Due date: 10/1/19</p>
Session 6 10/01/19	<p>Managing teacher and student stress</p> <p>Overview of common student behavior issues</p> <p>What is service learning?</p> <p>Case studies of classroom management and student behavior issues</p> <p>Peer discussion</p> <p>Management issue: Setting and maintaining high behavioral expectations</p>	<p><b>Read</b> Chapter six, Setting and maintaining high behavioral expectations - <i>Teach Like a Champion</i> and the article, "The ESL family science night".</p> <p><b>Complete</b> session reflection.</p> <p><b>Complete</b> the forum: Draft of lesson plan and getting to know your student form.</p> <p><b>Group six:</b> Prepare for peer discussion. Chapter six - <i>Teach Like a Champion</i>.</p> <p><b>Submit</b> session reflection and getting to know your student grid. Due date: 10/8/19</p>
Session 7 10/08/19	<p>Madeline Hunter- TRICKS and Motivation</p> <p>Elements of and ways to develop an effective and positive classroom culture</p> <p>Professional and ethical behaviors for clinical practice</p> <p>Peer discussion</p> <p>Management issue: Creating a strong classroom culture</p>	<p><b>Read</b> Chapter five, Creating a strong classroom culture - <i>Teach Like a Champion</i>.</p> <p><b>Read</b> "Student teacher scenarios" and "Establishing a classroom culture" article.</p> <p><b>Complete</b> and turn in the management plan grid the day before session eight.</p> <p><b>Group seven:</b> Prepare for peer discussion, Chapter five - <i>Teach Like a Champion</i>.</p> <p><b>Submit</b> session reflection and your management planning grid Due date: 10/15/19</p>
Session 8 10/15/19	<p>How does a teacher effectively find and use educational resources?</p> <p>What common resources available at the school site and beyond?</p> <p>Management plan: Finding and using resources.</p>	<p><b>Complete</b> discussion forum for in class school context report.</p> <p><b>Submit</b> session reflection, RtI action plan, Cal TPA lesson plan cycle, peer teaching outline, and your participation grade assignments. Due date: 10/22/19</p>

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Management Plan Grid

15 points

In this activity you will fill in a classroom management grid as directed. You may brainstorm with others in class to work on your plan. The plan will consist of statements of your guiding principles of classroom management. For each principle you will describe two strategies that demonstrates how you will apply your principles. Each strategy will also include a rationale detailing how your strategies illustrated your classroom management principles. Your task will be to fill each square of the grid for five key elements of classroom management. You will also write a simple one-page newsletter detailing your classroom rules, etc.

### Peer Teaching Demonstration

20 points

You are required to sign up to facilitate discussion on an assigned reading from *Teach Like a Champion* for one class session. You will work with a partner to prepare a 15-20 minute learning activity about the reading. The activity should engage the class and allow us to examine and apply the materials in a meaningful way. You will find a guide for peer presentations in the Cougar Course shell for this class. Follow this guide to complete your assignment.

### Session Reflections and Discussion Forums

15 points

Throughout the course you are required to submit session reflections and discussion forums dealing with a variety relevant course topics. These submissions are graded. Each submission is worth a point toward your grade. The directions for completing each of these entries are written into the Cougar course shell. Be sure to complete the reflections and discussion forums on time so as to not impede the discussions in this course.

### Cal TPA Lesson Planning for Cycle 1

20 points

In this course you will complete the entire Cal TPA lesson plan. This will be completed during two workshop days at the start of the eight sessions. You will also revisit and edit your lesson plan throughout the eight weeks of our class.. Each student will be required to submit a completed lesson plan at the end of the eight-week class.

### Ability Case Study Analysis

10 points

This assignment requires you to take steps to modify your teaching plans to accommodate the varied learning needs you are presented with in the first few days/weeks of school. Please make both short (for the day or week) and longer (for the month or quarter) plans to address the needs of these students. You will be provided a template on the Moodle shell to complete your work. Completion of this assignment will require you use an ability matrix to create an action plan to address students with special needs.

### Response to Intervention Action Plan

10 points

In this assignment you will revisit the case study analysis as part of learning about Response to Intervention. The RTI process involves carefully documenting the adaptations and modifications we have tried, and the resulting impact or lack of impact on academic achievement of students. You will come up with an action plan document what has been tried and how it has worked. It is not enough to plan for varied learning needs, we need to follow up to be sure our interventions have been effective, and if not, try new interventions to ensure each student achieves academically to the best of their ability. As was the case with the case study analysis, you will be provided a format for completing this assignment on the Moodle shell.

## Participation

10 points

You will be graded on your classroom participation. It is an expectation that you will behave in a professional manner. This will require that you approach your instructor, school personnel, and colleagues in a respectful manner that emphasizes problem solving. Your full attendance means you are not distracted by electronic equipment. As a rule, cell phones should be turned off or to the vibrate mode during class. Laptop computers are essential to the process of our learning; however, it is expected that all students will avoid recreational use of computers during class and that laptops will be put away at the request of the instructor. Of course, participation all includes the extent to which you participate in class discussion, how you interact with colleagues, and that you submit all discussion forums and session reflections on time.

## Grading Standards

Session Reflections and Discussion Forums	15 points
Peer Teaching Demonstration	20 points
Ability Case Study	10 points
Response to Intervention Action Plan	10 points
edTPA Lesson Plan Guide	20 points
Management Plan Grid	15 points
Attendance/Participation	10 points
<b>Total</b>	<b>100 points</b>

The number of points earned in this course determines grades.

A = 93-100  
A- = 90-92  
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 in this course.

## School of Education/Course 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. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

## Policy on Late/Missed Work

The policy of this class is that all work should be turned in at the week specified in the syllabus. All assignments in this course are required; failure to turn in all assignments is considered an incomplete. Should you be given an incomplete grade, you will be responsible for completing all incomplete work as specified by university policy.

## Student Collaboration Policy

The course requires a tremendous amount of collaboration for the completion of assignments. In order to be an effective collaborator you should maintain polite and positive interactions with your classmates. Ideally, any issues you may have with your classmates should be addressed between you and your classmates. If you have issues within a group or a classmate make sure to confer with the instructor to work out the best, most proactive way of solving any problems or misunderstanding.

## **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](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.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, 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.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

### **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 a face-to-face course format.

### **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](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 should be 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.

### **Electronic Submissions of Assignments**

This course is paperless. All assignments are to be turned into the Moodle shell (a.k.a. Cougar Course) on time. Points will be deducted for late submissions, as the work you do is essential to the discussions. Also, the due dates for all assignments are in the course shell.