



EDMS 512-B Section 1
Elementary Teaching and Learning II
CRN# 21687
Mondays
4:00 – 6:45 PM
Room UH 440
Spring 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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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

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

This course is designed:

- to extend pre-service candidates' understandings about numerous philosophies of teaching and learning;
- to inform pre-service 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.
Successful completion of EDMS 511 prior to EDMS 512

Course Objectives

The purposes of this course are threefold:

- to expand pre-service candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance pre-service 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 pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Required Texts

- 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.
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's school* (6th ed). Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

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*)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject 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 6d – Engaging and supporting all learners (IEP Assignment)

TPE 9 – Creating & managing effective instructional time (School Context and Month Long Plan Assignments).

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, 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 seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. 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.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For this course, EDMS 512-b:

- *Students missing more than one class session cannot earn an A or A-.*
- *Students missing more than two class sessions cannot earn a B or B+.*
- *Students missing more than three classes cannot earn a C+.*
- *Arriving late or leaving early by more than 20 minutes counts as an absence.*
- *Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.*
- *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.*

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

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. This will be met through completion of written assignments including: Session Reflections and Forums, School Context Inquiry Assignment, IEP Best Practices Assignment, Assistive Devices Reflection, the IDEA Summary Project and the Month Long Plan.

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 presentation 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.”

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.

Plagiarism:

As an educator, it is expected that each candidate 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.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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.

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 conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman.

COURSE REQUIREMENTS

512- B Course Assignments

Session Reflections and Forums	125 points
Peer Teaching Demonstration	100 points
School Context Inquiry	75 points
IEP Best Practices Assignment	100 points
IDEA Summary Project	125 points
Assistive Devices Reflection	125 points
Yearlong Grid Activity	125 points
Month Long Plan	150 points
Attendance/Participation	75 points
Total	1000 points

Grading Standards

All students will come prepared to class; readings and homework assignments are listed Assignment Schedule posted on the course Moodle 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)

Participation

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.

SCHEDULE/COURSE OUTLINE

WEE	DATE	Topic	Assignments and Due Dtes
	1/2	NO Class, MLK Day	
1	1/26	Introduction to course Lesson Plans revisited School Context Inquiry Independent Reading and Journal Assignments	<p>Assignments First Forum: Due Jan 30 (your Forum Post) and Feb 1 (Your comments to three others)</p> <p>Read: Wiggins' chapter 2 & 3 and Wiggins Chapters 4 & 6 to prepare for Forum Assignments</p> <p>Forum for Wiggins Ch. 2 & 3: Due Feb 6 (Your Post) and Feb 8 (Your comments to three others)</p> <p>Forum for Wiggins Ch. 4 & 6: Due Feb 13 (Your Post) and Feb 16 (Your comments to three others)</p> <p>Begin Working on: School Context Inquiry- Due MAR 8</p>
2	2/2	Assessment-Co-Teaching Peer Presentation Assignments Independent Reading and Journal Assignments	<p>READING and FORUM ASSIGNMENTS FROM ABOVE</p> <p>New: Read: TLC pages 263-270 for PTA Due Feb 9</p> <p>New: Read: Draft Co-teaching: Villa Chapter 1 and Complete the Co-Teaching Forum DUE Feb 6 (Your Post) and Feb 8 (Your comments to three others)</p> <p>Continue Working on School Context Inquiry- Due MAR 8</p>
3	2/9	PTA-Decoding-TLC pages 263-270 Classroom and Instructional Management Classroom management Forum	<p>NEW: Respond to Instruction and Management Forum Due Feb 13 (Your Post) and Feb 15 (Your comments to three others)</p> <p>New Read: PTA-Vocabulary -TLC pages 271-276 Due FEB 16</p> <p>New: Read: Wiggins Ch 6- Think like an Assessor (Class Activity based on this Chapter Next Week.)</p> <p>Continue Working on School Context Inquiry- Due MAR 8</p>
4	2/16	PTA-Vocabulary -TLC pages 271-276 Teaching and learning-Assessment 4-Square Assessment Forum	<p>Respond to Assessment 4 Square Forum Due Feb 20 (Your Post) and Feb 22 (Your comments to three others)</p> <p>Read: PTA-Vocabulary - TLC pages 276-280 Due Sept 23</p> <p>Continue Working on School Context Inquiry- Due MAR 8</p>

5	2/23	PTA TLC pages 276-280 IEP-101 Reading and Journal Assignments	Read: - PTA "Comprehension" TCL 283-295 Due March 2 Bring Turnbull Text to class next week. Complete: IEP Research Assignment Due March 13 Continue Working on School Context Inquiry- Due MAR 8
6	3/2	PTA "Comprehension" TCL 283-295 IEP-Turnbull Chapters Activity Group Project	Post your Exceptional Lives Report-Presentation in Forum Section of the Moodle; respond to three other presentations using the value added format. Due Mar 6 (Your Post) and Mar 8 (Your comments to three others) Complete: IEP Research Assignment Due March 13 Read: - Better Reading Connections TCL 295-298 Due March 9 Continue Working on School Context Inquiry- Due MAR 8
7	3/9	PTA- Better Reading Connections TCL 295-298 Assistive Devices Workshop	Assistive Devices Assignment Due: March 15 READ: Reading Strategies TCL 298-301 Due March 16
8	3/16	PTA- Reading Strategies TCL 298-301 Classroom and Instructional Management Pacing and Instruction Calendars	Wong: Management Strategies Jigsaw DUE April 5. Read: Reading Strategies, part 2, TCL- pages 301-308
9	3/23	PTA- Reading Strategies, part 2, TCL-pages 301-308 Month-Long- Plan	Month Plan is Due April 26 DRAFT of your team's School Context Report Due April 5.
10	3/30-4/4	CSUSM Spring Break	
11	4/6	Month Long Plan Group Work	TLC Forum Due April 10 and April 12 Year Long Plan is Due April 26
12	4/13	Month Long Plan Group Work	Year Long Plan is Due April 26
13	4/20	Month Long Plan Group Work	Year Long Plan is Due April 26
14	4/27	Teacher as a Professional	Teacher Resume Assignment-Due 5/5 5/5- DRESS for SUCCESS- Mock Interviews
15	5/4	Teacher as a Professional Resumes and Mock Interviews.	