

**EDMX 512: Elementary Teaching and Learning II (3 units)**  
**CRN 30183**  
**Prerequisites: EDUC 350, 364, 422**  
**Summer 2009**

<b>Instructor</b>	<b>Office</b>	<b>Office Hours</b>	<b>Phone</b>	<b>E-mail Address</b>
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**Class Meeting Dates: 06/01/09-06/10/09**  
**Class Meeting Times: AM = 8:30–11:30; PM = 12:30–3:30**  
**Class Site: University Hall 441**

**Mission Statement of the College of Education, Cal State San Marcos**

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

**Course Description**

This course has been collaboratively designed by faculty of the Multiple Subject and Education Specialist credential programs. It complements the particular section of EDMX 511 taught within the Education Specialist credential program. This course may require participation in public schools and other education-related contexts. This course is designed:

- to focus on developing learning theory and instructional practice in integrated and inclusive elementary classrooms;
- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key understandings, concepts, and procedures related to teaching students with special learning needs, students who are gifted and talented, and students who are learning English.

### **Course Objectives: Enduring Understandings**

The purpose of this EDMX 512 course is to present preservice Concurrent Credential candidates with a curriculum that:

- expands candidates' knowledge and experience with standards-based teaching, learning theories, & pedagogical practices;
- guides development of candidates' skills, knowledge, & dispositions necessary to implement effective programs for all;
- enhances candidates' awareness of multiple perspectives and learning styles found in diverse classrooms and other education-related settings, including unique characteristics of learners with special needs;
- provides a safe environment where candidates can discuss & experiment with varied instructional techniques and methods;
- provides an introduction to and preparation for presenting content to K-12 learners using and infusing educational technology;
- provides an introduction to teaching students about, through, and with the visual and performing arts (VAPA standards).
- introduces Response to Intervention as a multi-tiered data-based approach to the early identification and support of students with learning and behavior needs

### **Activities and Instructional Methods for Realizing Objectives**

class discussions    group work    lectures    web-based activities    quick writes  
demonstrations    readings    role-playing    simulations    multimedia

### **Evaluation of Attainment of These Knowledge Bases and Skills**

attendance    punctuality    daily preparation    reflections    creativity    class roles    positive participation within cohort  
collaboration    group presentations    lesson design & development    unit plan activity    peer feedback    professionalism

### **Teaching Performance Expectations (TPE) Competencies**

The Teaching Performance Expectations (TPEs) were developed by the California Commission on Teacher Credentialing (CCTC) through rigorous research and consultation with California educators. The TPEs fall into the following six broad domains, which describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate: (For full text of TPEs, go to <http://www.csun.edu/~sb4310/tpes.htm>) Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for both a General and Special Education Credential. This course is designed to help teachers seeking California teaching credentials to develop the skills, knowledge, and dispositions 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. **You will be required to formally address TPE 6D: *Inclusion Strategies*** in this course.

## Required Texts & Web Sites

### Texts:

1. Rosenberg, M., O'Shea, L., & O'Shea, D. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill.
2. Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2010). *Exceptional lives: Special education in today's schools* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
3. Villa, R., & Thousand, J. (2005). *Creating an inclusive school* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

### Web Sites:

1. Task Stream Electronic Portfolio: Students must register & pay a fee online prior to first class: [www.TaskStream.com](http://www.TaskStream.com)
  - For TaskStream Directions, go to: <http://www.csusm.edu/coe/eportfolio/taskstreamdirections.html>
  - For directions on writing TaskStream narratives, go to: <http://www.csusm.edu/coe/eportfolio/narrativedirections.html>

NOTE: You will use TaskStream in most courses, and for completion of the Teacher Performance Assessments, and your Level II Standards. We recommend you enroll for a minimum of 2 years. Most candidates use TaskStream for an average of 3 years.
2. CSUSM College of Education: <http://www.csusm.edu/coe>
3. Teacher Performance Expectations (TPEs) Full Text: <http://www.csusm.edu/coe/ClinicalPractice/HandbookSPED.html>
4. Bloom's Taxonomy: <http://www.officeport.com/edu/bloomq.htm>
5. California Content Standards: <http://www.cde.ca.gov/be/st/ss/>
6. CAST Universal Design for Learning: Differentiated Instruction [http://www.cast.org/publications/ncac/ncac\\_diffinstruc.html](http://www.cast.org/publications/ncac/ncac_diffinstruc.html)
7. Enhancing Learning with Technology: Differentiating Instruction <http://members.shaw.ca/priscillatheroux/differentiating.html>
8. Differentiation of Instruction in the Elementary Grades <http://www.ericdigests.org/2001-2/elementary.html>

## **Infused Competencies**

### **Authorization to Teach English Learners Senate Bill (SB) 2042**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. [See *Competencies for the Instruction of English Learners* on the following page of this syllabus.]

(Approved by CCTC in SB 2042 Program Standards, August 2002)

### **Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

### **Technology**

This course infuses technology competencies to prepare candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

### **Visual and Performing Arts**

This course infuses and integrates the California Visual and Performing Arts Standards to prepare candidates for presenting content to K-12 learners through music, visual arts, theater, and dance.

### **Accommodation for Disabilities**

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Please also discuss your needs with the instructor within the first week of the semester. Disabled Student Services is located in Craven Hall 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

### **COE Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, and the value placed on the contributions of every student, all students are expected to prepare for, attend, and actively participate in all class sessions. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

### **WebCT Online Course Supplement Attendance and Participation**

Please note that this course is supplemented by online components (WebCT). Participants are required to access portions of the course using WebCT, according to a given schedule of class sessions. Students are required to participate in online discussions and class activities. This requirement is included in the attendance and participation grade of this course. Note: The tasks online, they must be completed by 12:00 am (midnight) of the due date noted on the syllabus.

## **Academic Honesty Policy and Plagiarism**

All work submitted for this course should reflect students' personal efforts. Group work submissions must reflect all group members' names and their contributions. For a complete discussion on Academic Honesty please refer to the General Catalog of the University, and Section 41301, Title 5, of the California Code of Regulations. Also refer to this discussion of plagiarism at Cal State: <http://library.csusm.edu/plagiarism/>. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) Manual (5<sup>th</sup> ed.). Failure to follow these directions may result in failure of the course. Directions for crediting sources using APA style are at: [http://library.csusm.edu/plagiarism/howtocredit/how\\_credit\\_styles.htm](http://library.csusm.edu/plagiarism/howtocredit/how_credit_styles.htm).

- Plagiarism of any type will result in a failing grade. All work in EDMX 512 must be the original work of the individual credential candidate or the group members completing the work, whose names and roles are cited on submitted assignments.
- Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others.
- The instructor may require that a course assignment be submitted via WebCT 6 using the built-in Turnitin™ software feature.
- Students making unauthorized copies of any copyrighted materials will receive a failing grade.

### **CSUSM Academic Honesty Policy Statement from CSUSM Catalogue**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.” (pp. 84-85) ( <http://www.csusm.edu/academics/catalog/>)

### **Plagiarism**

As an educator, it is expected that each student 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.

### Course Requirements & Grading Policy

1. Attend **all** class sessions. Be on time and be prepared. E-mail the instructor when you are unable to attend all or part of class. It is the policy of the College of Education that students missing 20% or more of class time or class sessions may not receive a passing grade.
2. “Person-first” language **must be used** in all written and oral assignments and class discussions (e.g., “Student with Down syndrome,” rather than “Down syndrome student;” “Johnny who has autism,” rather than “my autistic student”). Refer to this commentary for further details: [http://en.wikipedia.org/wiki/People-first\\_language](http://en.wikipedia.org/wiki/People-first_language)
3. Word-process all written documents using MS Word. Save/Keep a copy of all of your work. You will want these copies for your records and future use as potential professional portfolio entries.
4. Readings and homework assignments are listed on the dates on which they are due.
  - a. If you have extraordinary circumstances that impact assignment completion, advise instructor in advance.
  - b. Any time that you have questions or concerns, please contact the instructor immediately.
  - c. All required work is expected to be on time.
  - d. Unless you have **prior** instructor approval, assignments will not be accepted three days after their due date.
  - e. Exceptions will be handled on a case-by-case basis, at the discretion of the instructor.
5. Students will proofread and edit assignments prior to submission to ensure their writing is error-free (grammar, spelling), and ideas are logically and concisely presented. Grades will be reflect any oversight.
6. Grading will also include a component of “professional dispositions and demeanor.” Students will conduct themselves at all times in ways generally expected of those who are entering the education profession. This includes, but is not limited to:
  - On-time arrival and full attendance to all class sessions;
  - Advance preparation of readings and timely submission of assignments;
  - Demonstration of respectful, positive interpersonal communication and participation with classmates, instructors, and school personnel in all settings (e.g., whole group, small group, in/outside of class); and
  - Carefully considered, culturally aware approaches to solution-finding
7. Select a class “buddy” to ensure you receive handouts and information if you miss all/part of a class. Keep their contact info with you!

## University-Wide Writing Requirement

CSUSM requires that all students meet the writing criteria of a minimum of 2500 words per course. EDMX 512 in-class quickwrites and reflections, WebCT submissions, TaskStream postings, as well as the following assignments shall serve to meet this important writing requirement: Personal Philosophy paper, Differentiated Universally Designed Lesson Design; Unit Design Month-Long Calendar Project; SST Presentation and Analysis; Characteristics Matrix; and Parent Letter. Assignments are located in the EDMX 512 WebCT portion of the course.

### Grade Point Values

**NOTE: The minimum acceptable grade for a course in the professional education sequence is "C+." A "B" average must be maintained. (Refer to CSUSM General Catalog.)**

A(93-100 points)      A-(90-92 points)      B+(87-89 points)      B(83-86 points)  
 B-(80-82 points)      C+(77-79 points)      Failure/Must Repeat Course(below 77)

### Assignment Values

Attendance, Participation, Demeanor, Professionalism	10
Philosophy Statement	10
Individual Matrix Contribution	20
Characteristics Binder	10
Collaborative Lesson Design	10
Collaborative Month-Long Unit Calendar	10
Student Study Team Presentation/Participation	5
Family Centered Perspective Presentation/Participation	10
Parent Letter	10
TaskStream Submission: TPE 6D	5
Grand Total	100



## **General Summative Assessment Criteria**

**“A” = Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.**

**Students earning an “A/A-”:**

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete ALL major assignments thoroughly, thoughtfully, and professionally, receiving 90-100% of all possible points.
3. make insightful connections between all assignments and their developing overall understanding of teaching and learning; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of or progress toward course goals and TPEs.
5. always collaborate with colleagues and instructors in professional/productive ways, working w/ integrity, enhancing everyone’s learning
6. consistently complete all class preparation work and are ready to engage in thoughtful and informed discourse.
7. demonstrate responsibility to meeting attendance requirements (see syllabus).

**“B”= Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.**

**Students earning a “B/B+/B-”:**

1. comply with the course requirements and expectations.
2. complete ALL major assignments, usually thoroughly, thoughtfully, professionally; receives 80-89% of possible points.
3. usually connect assignments to their developing understanding of teaching & learning; may be satisfied w/accepting their learning as it’s “received” w/o examining their/others’ assumptions or seeking deeper understanding of the implications.
4. show reasonable achievement of or progress toward course goals and TPEs.
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. complete most class preparation work and are usually ready to engage in thoughtful and informed discourse
7. demonstrate responsibility to meeting the attendance requirements (see syllabus).

**“C+” = Performance at an adequate level, meeting the basic objectives and requirements of the course.**

**Students earning a “C+”:**

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. attempt all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, OR fail to complete one major assignment. Total points are 77-79%.
3. make limited connections between assignments and their developing overall understanding of teaching and learning; may not be open to examining assumptions or implications.
4. attempt but show limited progress in achieving course goals and TPEs.
5. collaborate with colleagues in ways not always professional or productive; participant’s may be distracted from learning.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful or informed discourse.
7. meet the minimum attendance requirements (see syllabus).

**Below “C+” = Performance at an inadequate level. No credit will be earned, and the course must be repeated.**

**Tentative Course Schedule: EDMX  
512, Summer 2009 (Hood and Mauerma)**

**Please bring all texts to class and if possible, a laptop**

Class #	Date	Topics & Class Activities	Readings for Today	Assignments Due Today
1	6/1/09  8:30-11:30  AM	<p><b>Teaching and Learning Today</b></p> <p>Building Community: Common Circles Getting to Know You</p> <p>Cohort And Course Management: Class Norms and Expectations: You, Me, &amp; EDMX 512 Self-Monitoring Folders for EDMX 512 Cohort Roles and Responsibilities</p> <p>Course Overview</p> <p>What is Teaching and Learning?</p> <ul style="list-style-type: none"> <li>• Syllabus Preview: Scavenger Hunt</li> <li>• Text Walk</li> <li>• 8-Day Calendar: A Time Management Plan</li> </ul> <p>Inclusion: Rationales for an Inclusive School; The Circle of Courage</p> <p>DEAR Time: Universal Design and Multiple Intelligences (VT Ch. 6)</p>	<p>Syllabus</p> <p>VT Ch. 1 &amp; 3</p> <p>VT Ch. 6 (pp.134-154)</p> <p>ROO: pp. 14-15</p>	<p>Texts Purchased</p> <p>Assume Cohort Roles</p> <p>Complete Self-Monitoring Folders</p> <p>Provided: Time Management Plan</p>

2	6/1/09 12:30-3:30 PM	<p><b>Teaching and Learning Today</b></p> <p>The ABCs of Life in the Concurrent Program (Antecedents – Behaviors – Consequences)</p> <p>CEC Code of Ethics</p> <p>The COE Mission Statement: Prompt I: “The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices.” <a href="http://www.csusm.edu/coe">http://www.csusm.edu/coe</a></p> <p>TPEs &amp; CSTPs; CA Content Standards <a href="http://www.cde.ca.gov/be/st/ss/">http://www.cde.ca.gov/be/st/ss/</a></p> <p>DEAR Time: TTW and VT “Voices”</p>	<p>TPEs website</p> <p>REFERENCE: ROO: p. 4-15; 24; Appendix A</p> <p>Visit CEC website and</p> <p>CSUSM COE website</p> <p>Cooperative Grouping/Roles</p> <p>Preview CA Content Standards at given website</p> <p>WebCT</p>	<p>Texts Laptop, if possible</p> <p>Bring philosophy tomorrow, if you have one.</p> <p>Read TaskStream Directions @ TaskStream Web Site</p>
3	6/2/09 AM	<p><b>Taking a Stance: Your Teaching Philosophy</b></p> <p>DEAR Time: TTW Ch. 1</p>	<p>ROO Ch. 1 TTW &amp; VT: Voices as assigned</p> <p>WebCT</p>	<p>Texts Laptop, if possible Draft Philosophy</p> <p>Print &amp; bring Philosophy Feedback Form</p>

4	6/2/09 PM	<p><b>Special Education Today: Labels and Laws</b></p> <p>Who are the students we teach?</p> <p>High Incidence Disabilities: TTW Ch. 5, 6, 8; Voices +</p> <ul style="list-style-type: none"> <li>• Specific Learning Disabilities (SLD)</li> <li>• Attention Deficit Hyperactivity Disorder (AD/HD)</li> <li>• Speech and Language Impairment (SLI)</li> </ul> <p>D.E.A.R. Time: VT: Ch. 6; ROO Ch 1 &amp; 5</p>	TTW Ch. 5, 6, 8 (finish);	<p>Texts</p> <p>Laptop, if possible</p> <p>Voices Role-Plays</p> <p>Printout 15 blank matrix templates from WebCT; bring to class</p>
5	6/3/09 AM	<p><b>Planning for Instruction (ROO C. 5)</b></p> <p><b>Differentiated Instruction: Content, Process, Product, &amp; Environment</b></p> <p><a href="http://www.cast.org/publications/ncac/ncac_diffinstruc.html">http://www.cast.org/publications/ncac/ncac_diffinstruc.html</a></p> <p>Enhancing Learning with Technology: Differentiating Instruction <a href="http://members.shaw.ca/priscillatheroux/differentiating.html">http://members.shaw.ca/priscillatheroux/differentiating.html</a></p> <p>Universal Design and Multiple Intelligences (VT Ch. 6)</p> <p>UDLD Format – (Print from link on COE web site: <a href="http://www.csusm.edu/coe/CalTPA/StudentInfoTPA.html">http://www.csusm.edu/coe/CalTPA/StudentInfoTPA.html</a> )</p> <p>Distribution of Topics for Characteristics Matrix (13+EL + Gate)</p> <p>D.E.A.R. Time: TTW Ch. 14 &amp; 15</p>	<p>ROO Ch 1 &amp; 5</p> <p>VT: Ch. 6</p> <p>Today's 3 web sites</p> <p>TTW Ch. 14, 15</p>	<p>Bring copy of TPA Lesson Design &amp; Rubric (found at today's UDLD web site)</p> <p>Texts</p> <p>Laptop, if possible</p>

6	6/3/09 PM	<p><b>Lesson Design Activity: Developmental Needs of Students; Assessment Plan</b></p> <p>The COE Mission Statement: Prompt II          “We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service.”</p> <p>Differentiated Instruction and Assessment (cont.)</p> <p>Lesson Design Activity: Developmental Needs of Students; Assessment Plan</p> <p>Sensory Impairments: TTW Ch. 14 &amp;15</p> <ul style="list-style-type: none"> <li>• Visually Impaired and Blind</li> <li>• Hard of Hearing</li> </ul> <p>D.E.A.R. Time: TTW Ch. 9, 12, 13</p>		
7	6/4/09 AM	<p><b>Lesson Design Activity: Materials, Instructional Strategies and Student Activities</b></p> <p>Low Incidence Disabilities – Part I:</p> <ul style="list-style-type: none"> <li>• Mental Retardation</li> <li>• Traumatic Brain Injury</li> <li>• Orthopedic Impairments</li> <li>• Other Health Impairments</li> </ul> <p>D.E.A.R. Time: TTW Ch. Ch. 3, 10. 11, 16</p>	TTW Ch. 9,12, 13 (finish)	Texts  Laptop, if possible

8	6/4/09 PM	<p><b>Month-long Plan for Unit Plan</b></p> <p><a href="http://www.csusm.edu/coe/CalTPA/StudentInfoTPA.html">http://www.csusm.edu/coe/CalTPA/StudentInfoTPA.html</a></p> <p>Low Incidence Disabilities – Part II and...</p> <ul style="list-style-type: none"> <li>• Autism (AUT)</li> <li>• Multiple handicaps (MH)</li> <li>• English learners (EL)</li> <li>• Gifted and Talented Education (GATE)</li> </ul> <p>Assignment of SST Topics for Monday's Class (6/8/09)</p> <p>D.E.A.R. Time: TTW Ch. 9, 12, 13</p>	TTW Ch. Ch. 3, 10, 11, 16	<p>Print and bring <u>4 copies</u> of Month-Long Plan Frame</p> <p>Texts</p> <p>Laptop, if possible</p>
9	6/5 online AM	<p><b>Post Completed Lesson Design in WebCT</b></p> <p><b>Post Individual Characteristics Matrix Contribution in WebCT</b></p>		<p>Posted UDLD</p> <p>Posted Characteristics Matrix Contribution</p>
10	6/5 online PM	<p>Download and Print Other Classmates' Characteristics Matrix Contributions; <b>Create a tabbed, 15-component Characteristics Binder</b> (to be brought to class on 6/8 AM).</p>		
11	6/8 AM	<p><b>Student Study Team Process Training</b></p> <p>Assignment of SST Topics</p>	<p>Assigned TTW chapter for today's SST Activity</p> <p>WebCT SST Lecturette</p> <p>WebCT SST Photo Model</p>	<p>Bring Characteristics Binder to class for Binder Check</p> <p>Texts; Laptop, if possible</p>

12	6/8 PM	<p><b>SST Process Group Presentations/Simulations</b></p> <p>Group Preparation for SST Presentation (Groups = No more than 4 groups)</p> <p>Using the Characteristics Binder as Resource</p> <p>3<sup>rd</sup> grader who...</p> <ul style="list-style-type: none"> <li>• (SLD (reading: visual processing))</li> <li>• Behavior (overt social)</li> <li>• AD/HD (hyperactivity)</li> <li>• ED (withdrawn female)</li> </ul> <p>Assignment of FCP Groups for 6/9 Class</p>	<p>WebCt SST Photo Model</p> <p>SST Resources, Role Descriptions, etc. in WebCT</p>	
13	6/9/09 AM	<p><b>Family Centered Perspectives</b></p> <p>FCP Group preparation for afternoon class</p>	<p>TTW text (indiv. topics)</p> <p>TTW Ch. 4</p> <p>Characteristics Binder</p>	<p>Texts</p> <p>Bring laptop, if possible</p> <p>Bring Characteristics Binder to class</p> <p>Print and bring 4 copies of FCP Feedback Form</p>

14	6/9/09 PM	<b>Group Family Centered Perspectives Presentations/ role-plays</b>  Creating and Using a Rubric: Peer Feedback		
15	6/10/09 AM	<b>First Day of School – Dress up Day!</b>  QW: The COE Mission Statement: Prompt III “Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.”  Professional Demeanor: Communication, Action, and Appearance  The Parent Letter	Professional	Dress + one hat that reflects your personality!  Four 3x5 note cards  Contribution to Potluck Lunch!
16	6/10/09 PM	<b>Review, Celebrations, and Potluck Lunch</b>  The Mad Hatter Party  EDMX 512 Jeopardy  Wrap-Up and Evaluations		
	6/11/09	Complete All Assignments in WebCT!		
	6/12/09	All assignment due by Midnight tonight in WebCT!		