California State University
SAN MARCOS | School of Education

333 South Twin Oaks Valley Road   San Marcos, California 92096-0001
Tel: 760.750.4300   Fax: 760.750.3160   www.csusm.edu/education

EDMS 512 Section 2
Elementary Teaching and Learning II
CRN #28501
Mondays
8:15 am – 2:45 pm
Bonsall Elementary, Bonsall California
Spring 2014

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

Professor: Gilbert Valadez, Ed. D.
Phone: 760.750.8514
E-Mail: gvaladez@csusm.edu
Office: UH 300
Hours: 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

COURSE DESCRIPTION

Focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP. Prerequisite: EDMS 511.*

Valadez:
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.

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

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 (Student Study Team Assignment)
TPE 9 – Creating & managing effective instructional time (Classroom Management Assignment)

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 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 – 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).*

This course: If a student misses 20% or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". Please note you must earn a C+ or better to continue in the credential program. **Notification of absences does not automatically excuse a student from class. It is the responsibility of the student to meet with the instructor and discuss make up of class time or assignments.**

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 (approximately). This will be met through written assignments.

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.

<div align="center">**Course Requirements and Grading Standards**</div>

Course Requirements

Session Reflections	15 points
Peer Teaching Demonstration	20 points
Family Science Night Lesson plan	15 points
Month long plan	20 points
IEP Best Practices Checklist	15 points
Attendance/Participation	15 points
Total	**100 points**

Grading Standards

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

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);

Assignments

Family Science Night lesson plan   **15 points**
In this assignment you will submit a lesson plan for your family science night (of community service project) detailing the content of your lesson. This lesson plan will be used for our community service-learning project.

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   **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.

IEP "Best Practices" Checklist   **15 points**
In this course you will create an IEP best practices checklist based upon what you read and what you learn in class. The checklist activity is detailed in the Moodle shell and this list will be submitted on line.

Month Long Plan   **20 Points**
You will create a own one month plan for this assignment. On the assigned day, bring the following artifacts to complete your assignment: a school calendar from your observation placement, a calendar grid or published planning book, and PE and Health lesson plans.

Participation   **15 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.

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.

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings & Assignments Due
1 O1.27.14	Introduction/Course overview TPA 3 Lecture	**Bring** a hard copy of your EDMS 511 School Context Grid. **Complete** the school context reflection activity. **Read** the assessment articles linked for this session. **Review** TPA 3 materials. **Submit** session reflection.
2 02.03.14	Community service learning planning workshop, continued Peer teaching presentation Management issue: Challenging students to think critically.	**Read** chapter nine, Challenging students to think critically - *Teach Like a Champion*. **Read** Wiggins' chapter and Valadez article for performance assessment work and to consider community engagement. **Submit**: session reflection.
3 02.1014	Yearlong planning activity. Co-teaching and its importance for regular education classrooms. Peer teaching presentation Management issue: Challenging students to think critically.	**Explore** Common core California state teaching standards for in class work. **Print** out all of a selected grade level teaching standards for in class work. **Read** chapter eight, Improving pacing and rhythm- *Teach Like a Champion.* **Submit** session reflection and co-teaching log.
4 02.17.14	One month planning work in class. Basics of resume building and job-hunting strategies. Peer teaching presentation Management issue: Building character and trust	**Read** Chapter four, Engaging students in lessons - **Explore** online information on resume development. **Research** learning station models online. **Read** chapter seven, Building character and trust - *Teach Like a Champion.* **Submit** session reflection, yearlong planning grid, and family science lesson plan.
5 02.24.14	Service learning workshop- continued Resume review workshop Peer teaching presentation Management issue: Teaching reading in the content areas	**Complete** a draft resume for in class process. Bring three copies to class. **Read** chapters 10-12, How all teachers can and must be reading teachers- *Teach Like a Champion*. **Submit** session reflection.
6 03.03.14	Managing teacher and student stress Mock interview explanation Peer teaching presentation- SST Lecture: IEP and Best practices Management issue: What are the procedures and expectations related to IEP and SST's?	**Explore** National board for professional teaching standards web page. **Write** and submit your half-page long description of the definition of *accomplished* teaching. Use information from the NBPTS for writing you submission. **Explore** videos and web pages related to individual education programs and student study teams. **Submit** session reflection.

7 03.10.14	Mock interview TPA 4 overview Continued work on service learning project Management issue: Education law overview	**Prepare** for mock interview, bring a copy of resume to present to interviewers. **Read** special education laws websites. **Submit** session reflection and mandatory reporting for educators response log.
8 03.17.14	Community Service Learning Project	**Submit** Community service learning reflection, Peer teaching form, IEP best practices checklist, participation grade, and month long plan.