CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION

EDMS 512 (Section 1) CRN# 25779
ELEMENTARY TEACHING AND LEARNING II
Spring 2013

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School of Education Mission Statement

The mission of the School 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by SOE Governance Community, October, 1997).*

Course 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

- Wiggins and McTighne, (2006) *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. Students 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

TPE 9 – Creating & managing effective instructional time

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 provided at the website provided: http://www.csusm.edu/education/CalTPA/CalTPA.html

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. 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. *(Adopted by the SOE Governance Community, December, 1997).*

For this course: 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+. Be cognizant of punctuality, since arriving late or leaving early by more than 20 minutes counts as an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. Unless extraordinary circumstances are made known, this is not negotiable.

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 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. 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.

Course Requirements

Session and Reading Reflections	10 points
Peer Teaching Demonstration	15 points
Community Service Learning Plan	15 points
Community Service Learning Reflection	5 points
Year long Curricular Map	15 points
Unit plan	15 points
IEP Best Practices Checklist	10 points
Attendance/Participation	10 points
Assessment of Professional Disposition	5 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);

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.

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 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.

Use of Technology:

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

Assignments

Peer Teaching Demonstration/form   15 points

You are required to sign up to facilitate discussion on an assigned reading 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. Turn in your Peer Teaching form after your presentation in session 8.

Community Service Learning Plan   15 points

Write about your portion of the community service project. Explain clearly what your objective is and how it will be carried out from beginning to end.

Community Service Learning Reflection   5 points

After our community-service learning project you are required to complete a brief reflection about the process. Your reflection will be submitted on-line.

Session and Reading Reflections   10 points

Throughout the course you are required to submit session and reading reflections dealing with a variety relevant course topics. These submissions are graded. Each reflection is worth one point. The directions for completing each of these entries are written into the Cougar course shell.

Year Long Curriculum Map   **15 points**

This assignment requires you to work with a team to develop yearlong curriculum map for that is aligned with the pedagogical shifts demanded by the Common Core State Standards. You will use the materials in engageny.org as a guide. Your plan will cover all of the language arts standards for a selected grade level. The plan will be submitted on line, will be typed, and will conform to the format advocated by the instructor.

Unit Plan   **15 Points**

Your team will create a one month unit plan that is aligned with the pedagogical shifts demanded by the Common Core State Standards. You will use the materials in engageny.org and Sue Beers' ACSD webinar as a guide. On the assigned day, have the following artifacts accessible to complete your assignment: a school calendar from your tutoring placement, a calendar, and a copy of the language arts CCSS.

IEP "Best Practices" Checklist   **10 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.

Attendance/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.

Assessment of Professional Dispositions   **5 points**

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.

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 1/25/13	Introduction/Course overview 21C Learners/Common Core TPA 3 Assessment Planning School Context	**Read** the assessment articles linked for this session. **Review** TPA 3 materials. **Submit** session reflection. **Submit** clinical practice reflection
2 2/1/13	Peer teaching presentation Community service learning planning Project-Based Learning Management issue: Challenging students to think critically.	**Read** chapter nine, Challenging students to think critically - *Teach Like a Champion*. **Read** articles on Service Learning and PBL **Submit**: session reflection.
3 2/8/13	Peer teaching presentation Year long plan Co-teaching Management issue: Challenging students to think critically.	**Read** chapter eight, Improving pacing and rhythm- *Teach Like a Champion* **Explore** Common Core State Standards class work. **Print** out all of the language arts Common Core standards for a selected grade level **Submit** session reflection **Submit** session co-teaching reflection
4 2/15/13	Peer teaching presentation Unit Plan Basics of resume building and job-hunting strategies. Management issue: Building character and trust	**Read** chapter seven, Building character and trust - *Teach Like a Champion*. **Explore** online information on resume development. **Research** learning station models online. **Submit** session reflection **Submit** Year long Curriculum Map **Submit** community service plan

5 2/22/13	Peer teaching presentation Service learning workshop Resume review workshop Management issue: Teaching reading in the content areas	**Read** chapter seven, Thinking like an Assessor- *Understanding by Design* **Complete** a draft resume for in class process. Bring three copies to class. **Submit** session reflection. **Submit** Unit plan.
6 3/1/13	Peer teaching presentation Managing teacher and student stress IEP and Best practices Management issue: What are the procedures and expectations related to IEP and SST's?	**Read** chapter three, Building Gaining Clarity on our Goals- *Understanding by Design* **Explore** videos and web pages related to individual education programs and student study teams. **Submit** session reflection.
7 3/8/13	Peer teaching presentation Mock interview TPA 4 overview Continued work on service learning project Management issue: Education law overview	**Read** chapter five, Essential Questions: Doorway to Understanding- *Understanding by Design* **Prepare** for mock interview, bring a copy of resume to present to interviewers. **Read** special education laws websites. **Submit** session reflection **Submit** mandatory reporting reflection
8 3/15/13	Community Service Learning Project	**Submit** Community service learning reflection **Submit** Peer teaching form **Submit** IEP best practices checklist **Submit** Professional Disposition Rubric **Submit** participation grade