WebCT

EDEX 639 online

CRN 21803 and 21761

SPRING 2003

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DBI Course Description

This course is intended for practicing teachers in the elementary school, middle school and high school as well as practicing special educators who are interested in learning "best practices" in educating students with learning disabilities, mental retardation, and emotional handicaps. Also included are the challenges in working with students who are second language learners, students with gifts and talents, and students with multiple handicaps.

EDEX 639 has been designed to support you as you document your competencies for meeting the needs of students from ethnically/linguistically diverse cultures who also qualify for special education. In addition, EDEX 639 supports you to show how you meet the competencies for Level II Specialists Credential in California. Keep track of your work because you will be asked to show evidence for these competencies at the end of the course! Another 'bonus' is that by virtue of completing the course 'online' you will also be demonstrating technology-related competencies.

The broadest goal of this course is to empower participants to work individually or as members of a team to design, implement, evaluate, and redesign instructional programs for students with special education needs, so as to increase students' abilities to learn, live, and prosper in the most appropriate and inclusive instructional environment possible.

The overall purpose of the course is to use the framework of Collaborative Action Research to help you discover the interrelationships among instructional methods and materials and the academic and social interactions of learners with exceptional needs. Indeed, you'll learn to avoid those instructional management systems that literally produce maladaptive behaviors!

Course Objectives

1. List and explain effective instructional organization and delivery strategies.
2. Relate research-based literature to effective instructional organization and delivery strategies.
3. Diagnose and assess student learning prior to instruction to
   a) understand the nature of the student's special education needs
   b) determine appropriate level of difficulty.

4. Design an effective instructional organization and delivery strategies to improve student learning.

5. Design a measurement system to
   a) assess a special student's learning during instruction,
   b) monitor student progress,
   c) make data-based decisions,
   d) alter instructional strategies as needed, and
   e) summarize results using a professional reporting system.

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

The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning, and service. We value diversity, collaboration, professionalism, and shared governance.

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 "Authorization to Teach English Learners Competencies."
(Approved by CCTC in SB 2042 Program Standards, August 02)

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 our 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.

Accommodation for Disabilities
Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

Collaborative Action Research

Schedule for EDEX 639 Spring 2003

Key: DB = Discussion Board PM = Private Mail SHP = Student Hompepage

Week of 1/27	· Attend Orientation at CSUSM on January 25th from 9-11:30AM in University Hall 271; · Purchase textbooks · Purchase Appendix A from instructor (50 cents) · Post Brief Autobiography (DB) · Review Syllabus and Course Modules, · Print a copy of this schedule · Read Appendix A: Monitoring Approaches (Handout) · Read Sagor Text (Yes, ALL of it!) · Read Collaborative Action Research Introduction · Begin NIH Module (http://cme.nci.nih.gov/) · Read and Complete Module I · Complete Focus Questions #1 (PM) · Post Professional Contribution #1 (DB) (1 point)
Week of 2/3	· Read Lovitt(first half) · Read and Complete Module 2 · Post Description of Teacher (YOU!) to your Homepage (HP) · Post Thorough description of the ages/grade levels of your students on your Homepage (HP) · Continue NIH Module until Certificate of Completion is achieved this week · Complete Focus Question #2 (PM) · Post Description of Setting to your Homepage (HP)(3 points)

Week of 2/10	· Complete Lovitt Text · Post Description of your CURRICULUM to HP · Post DBI Part II – Philosophy to your HP(3 points) · Make 2 copies of NIH Certificate of Completion (One for your own records; One to bring to your Instructor(s) at the time of your DBI Face-to-Face Conference in March) · Complete Evaluation of Web-based Resources #1 (DB) (1 point)
Week of 2/17	· Read & Complete Module 3 · Complete Focus Question #3 (PM) · Post DBI Part III - Description of Learners (HP) (3 points)
Week of 2/24	· Read and Complete Module #4 · Complete Focus Question #4 (PM) · Post DBI Part IV- Monitoring (HP)(3 points) · Post Professional Contribution #2 (DB) (1 point)
Week of 3/3	· Collect data · Verify monitoring system 'works' · Post Evaluation of Web-based Resources (DB)(1 point)
Week of 3/10	· Read and Complete Module #5 · Complete Focus Question #5 (PM) · Continue Data Collection · Post DBI Part V- ABCs and Es of DBI (HP)(3 points)
Week of 3/17	· Read and Complete Module #6 · Complete Focus Question #6 (PM) · Continue Data Collection · Implement Interventions · Monitor Progress · Post Evaluation of Web-based Resources #3 (1 point)

Week of 3/24	· Continue Data Collection! · Read and Complete Module #7 · Complete Focus Question #7 (PM) · Post DBI Part VI - Making Data-Based Decisions (HP)(3 points) · DBI FACE-TO-FACE CONFERENCES AT Cal State campus (Wednesday, March 26th from 5-7:30 in University Hall 458, per your reserved time TBD)
Week of 3/31	*Continue Data Collection! · Read and Complete Module #8 · Complete Focus Question #8 (PM) · Redesign DBI, if necessary · Post Professional Contribution #3 (DB) (1 point)
Week of 4/7	· Continue data collection · Continue ABC Analysis · Post Evaluation of Web-based Resources #4 (1 point) · Professional Contribution #4 (DB) (1 point) NOTE: PUBLIC SCHOOL SPRING BREAK WEEK OF 4/14 – NO ASSIGNMENTS DUE
Week of 4/21	· Read and Complete Module #9 · Complete Focus Question #9 (PM) · Post Professional Contribution #5 (DB) (1 point) · Post Evaluation of Web-based Resources #5 (1 point) · Continue data collection · Continue ABC Analysis
Week of 4/28	· Read and Complete Module #10 · Complete Focus Question #10 (PM) · Post DBI Summary (HP)(3 points) · Edit DBI Project on Web · Update HP with any new information re: data collected

Week of 5/5	· Complete Post-Test Part I: The Wheel of DBI Knowledge (PM) (10 points) · Complete Post-test Part II: The ABCs of DBI (PM)(2 points) and Case Study responses re: Irene, Kitty, Judy, Jake, Jose, Randy (3 points each / 18 points total) · Do FINAL Edits DBI Project on Web (In preparation for next week's poster session, these must be to the instructor by Thursday!) · Post any updates on HP re: additional data collected
Week of 5/12	· CAR/DBI Poster Session and Online Presentations at Cal State San Marcos (May 2nd from 5:00-7:30 PM in University Hall 271) 10 points) · Complete Culminating Essay and send to instructor (PM) (5 points) · Using the Competency Grid, complete a Self-Assessment of the competencies you demonstrated as a result of this experience. · Complete Online Course Evaluation
Note to students: Be sure to EXPAND the link for this schedule to view the Assignment Expectations, and Directions for Sending Assignments. Simply click the BLUE TRIANGLE next to Part 3: Schedule of Weekly DBI Assignments and DBI Coursework in the Table of Contents of the Syllabus link.	

Applying Bloom's Taxonomy to Your Assignments

Assignments for this course reflect Bloom's Taxonomy and are designed to assess your: acquisition of knowledge related to Course Objectives #1, 2, and 3; your application of knowledge related to Course Objectives #4 and 5; your synthesis, analysis and generalization of knowledge related to all course objectives.

Acquisition of Knowledge.

You will complete modules that assess your acquisition of key concepts. In these modules, you will generate your own written responses to the Focus Questions for each of the ten topics of the class. You will be invited to compare your responses with those of other teachers.

Application of Knowledge.

Given a student with special needs who might be enrolled in your class, you will use the principles of Collaborative Action Research to complete a Data-Based Instruction project (see System for Evaluating Data-Based Instruction Project). You will apply the key concepts you have acquired related to characteristics and learning needs of students with special needs. You will develop a system to assess learner progress on identified academic objectives. You will analyze the effect of instructional procedures on the student's progress and you will make recommendations for re-design of instruction or continuation. In other words, you will make data-based decisions.

Generalization of Knowledge.

To demonstrate your ability to integrate and generalize the information from this course, you will develop an electronic, web-based resource file that reflects your interests. Sites may include model programs, key personnel, instructional materials, and so on. You are expected to post the results of your web-research on the electronic forum (Discussion Board).

Analysis and Synthesis of Knowledge.

Your participation throughout the course will include Private Mail correspondence with the instructor(s), and correspondence with selected classmates via an electronic forum (Discussion Board). Your written contributions are expected to reflect analysis and synthesis of course concepts.

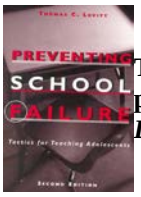
One of your written contributions will be an abstract of a recently published (between 1999-2003) research-based article related to Collaborative Action Research and/or Data Based Instruction.

You will complete a Culminating Essay in which you summarize the Collaborative Action Research process you used to complete the Data Based Instruction project. Using the Competency Grid, you will also complete a self-assessment of the competencies you demonstrated as a result of this experience.

Required Readings

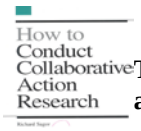
Selected sections of Lovitt (2000) will be assigned along with abstracts of research related to a variety of effective teaching practices. Abstracts by Ann Nevin, Jacque Thousand, and Toni Hood are available: Effective Teaching Abstracts

As professional educators, there is an expectation that course participants will continue to select and compile other sources (favorite web sites, movies, videos, curriculum materials, and textbooks) to enhance their growth in areas of personal interest to them.



Textbook

This book is selected because of its wide range of examples of applying researched best practices to various academic subjects. Lovitt, Thomas. (2000). *Preventing School Dropouts.* Austin, TX: PRO-ED. ISBN 0-89079-824-9



Textbook

This book is selected because of its wide range of examples of action research in schools and communities.

Sagor, Richard. (1992). *How to Conduct Collaborative Action Research.* Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-201-8

Course participants will also secure a copy of Lovitt's APPENDIX A from your instructor(s).

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College 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.

The EDEX 639 Online Graduate Course Attendance Policy

The EDEX 639: Using Data Based Instruction is an online course. It is a graduate class offered by the College of Education at CSUSM. It carries the same responsibilities for graduate level work as any campus-based class. Candidates for the M. Ed. are expected to attend class (at least 3 hours per week).

The online analog of class attendance is comprised of composing and submitting essays to address Focus Questions in the Private Mail system to the instructors on a weekly basis; Substantive class discussion on topics as shown by Postings to the DBI Teacher's Lounge on a weekly basis; Completion of Quizzes on a weekly basis; and visits to the lecture hall (as recorded by the automatic function of the system where each time a participant enters and leave the online class, date and time are recorded).

M. Ed. candidates are also expected to prepare essay responses that show integration of course lectures, relevant aspects of the textbooks required for class, selected (by the candidate) relevant research articles in web-based and print-based journals, as evidenced in 1-1 email exchanges with the Professors as well as postings. The time commitment for such preparation at the graduate school level is typically calculated as about 2-3 hours of study time for each hour of credit each week--that translates to about 4-6 hours of preparation time for a 3-credit-hour class.

The emphasis in EDEX639 is on outcomes. The instructors rely on a mastery teaching/learning process that coaches and teaches explicitly how to write essays at the graduate level (and candidates have opportunities to revise and resubmit their essays based on corrective and substantive critiques provided by the instructors). However, the policy (adopted in 1992) is that M. Ed. candidates must attend 80%-100% of their class sessions in order to receive credit in the graduate college. Thus, if there is no substantial evidence documenting online participation at the 80-100% level, then the candidate may not receive a passing grade (no matter how excellent the actual outcomes are).

For EDEX639 online, the following guidelines will apply:

If attendance is less than 59%, the grade is an F.

If attendance is between 60-69%, then the highest grade the participant can earn is a C.

If attendance is between 70-79%, then the highest grade the participant can earn is a B.

If attendance is between 80-100%, then the highest grade the participant can earn is an A.