

California State University San Marcos
School of Education
EDMS 512
Elementary Teaching and Learning II
Bonsall Cohort
Spring 2012
Friday 8:30 – 3:00

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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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October 1997).*

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 learning
- inform pre-service candidates about key concepts and procedures as they relate to student students with special education needs and English Language Learners
- encourage further infusion of technology into curriculums.

COURSE PREREQUISITES:

Admission to the Multiple Subject Teacher Credential Program

COURSE OBJECTIVES

Expand pre-service candidates' knowledge about general learning theories and experiences with a range of pedagogical practices

Enhance pre-service candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings

Provide a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

INFUSED COMPETENCIES

Authorization to Teach English Learners

This credential program was 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.)*

Special Education

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Technology

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential develop the skills, knowledge, and attitudes necessary to assist schools and districts implement 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.

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 TPA.

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 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/ProgramMaterialsTPA.html>

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, to ensure confidentiality, in a more private setting.

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 or materials 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.

Electronic Communication Protocol

Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at pwilson@csusm.edu. 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?
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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.

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. (*Adopted by the COE Governance Community, December, 1997*). Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible.

For this course: Students missing more than one class session (1 class session equals ½ day) cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three class sessions 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.

Required Texts

Wiggins and McTighe, *Understanding by Design*, Association of Supervision and Curriculum Development
Lemo, D., (2010) *Teach like a Champion*, Jossey Boss Teacher Publication, San Francisco, CA.
Himmele and Himmele (2011) *Total Participation Techniques*, Association for Supervision and Curriculum Development

COURSE ASSIGNMENTS

Students 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). Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, size12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented.

Too many punctuation, grammar, and/or spelling errors WILL result in a reduction of the assignment's grade. All citations, where appropriate, use American Psychological Association (APA) format.

Assignment	Points Possible
Presentation	15
Year Long Plan	15
Month Long Plan	15
IEP Best Practices	15
Reflections and Responses	20
Community Service Project	10
Professional Demeanor and Participation	10
Total Points	100

Grading Standards (Points)

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

A	93-100	B+	87-89	C+	77-79
A-	90-92	B	83-86	C	73-76
		B-	80-82	C-	70-72

All students will come to 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. and "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 an oversight in this area. 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

9f 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 (whole, group, small group, in/outside of class)

ASSIGNMENTS

REFLECTIONS AND RESPONSES – 20 Points

Throughout the course you will be required to submit reflections and responses based on readings and class discussions. Each reflection is worth 2 points and each response is worth 3 points. Further information will be given in class.

PRESENTATION – 15 Points

In partners or a small group you will sign up to facilitate a discussion based on a reading. You will prepare a 15-20 minute learning activity which teaches the information. The activity should engage the class and allow them to examine and apply the material in a meaningful way. You will find a guide for this presentation in Cougar Courses. You will need to turn in this completed guided after your presentation.

YEAR LONG PLAN – 15 Points

This assignment requires you to work with a team to develop a proposed year long plan. Your plan will cover all the appropriate learning standards for a selected grade level. Your final document will be a ten page plan for one academic year. The typed plan will be submitted through Cougar Courses. Be sure to follow the format given you by the instructor.

MONTH LONG PLAN – 15 Points

You will create a month long lesson plan. On the assigned day, bring the following materials in order to complete your assignment: school calendar from your CP II placement, a calendar grid or plan book, and PE and Health lesson plans.

IEP INFORMATION AND BEST PRACTICES – 15 Points

You will complete a form detailing the IEP practices in place at your CP II school. You will compare those practices to the ones you learned about in class. More information will be given in class and on Cougar Courses

COMMUNITY SERVICE PROJECT – 10 Points

As a class you will develop and implement a community service project. More details in class.

PARTICIPATION & PROFESSIONAL DEMEANOR – 10 Points

You will be graded on your classroom participation. It is expected 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 includes the extent to which you participate in class discussions, how you interact with colleagues, and submit assignments on time

SCHEDULE

The instructor reserves the right to modify the schedule

Classroom management techniques and ideas will be infuse within each class session

Date	Topic	Readings & Assignments
Session 1 January 27	Course Overview Assessment TPA 3	Read: <ul style="list-style-type: none"> • Assessment Articles on CC Review: <ul style="list-style-type: none"> • TPA 3 Materials Bring: <ul style="list-style-type: none"> • Hard copy of CPI school context information Submit: <ul style="list-style-type: none"> • Reflection of CPI school context information
Session 2 February 3	Year Long Planning Presentations Community Service Project	Read: <ul style="list-style-type: none"> • <i>Understanding by Design</i> - Ch. 7 • <i>Teach Like a Champion</i> - Ch. 7 Review: <ul style="list-style-type: none"> • Year Long Planning Info on CC • Family Science Night Information on CC Bring: <ul style="list-style-type: none"> • Year Long Calendar • Grade Level Standards Due: <ul style="list-style-type: none"> • Session 1 Reflection Activity
Session 3 February 10	Co-Teaching More Year Long Planning Presentations Community Service Project	Read: <ul style="list-style-type: none"> • <i>Total Participation Techniques</i> Chapters 1, 3 & 8 • Co-Teaching Article on CC Due: <ul style="list-style-type: none"> • Session 2 Reflection Activity Submit: <ul style="list-style-type: none"> • Co-Teaching Summary on CC
Session 4 February 17	Writing Resumes Monthly planning Presentations Community Service Project	Read: <ul style="list-style-type: none"> • Resume information on CC • Monthly planning Information on CC Due: <ul style="list-style-type: none"> • Session 3 Reflection Activity
Session 5 February 24	More on Resumes Monthly plans Accomplished Teaching – NBPTS Community Service Project	Read: <ul style="list-style-type: none"> • <i>Teaching Like a Champion</i> Chapters 10 – 12 Review: <ul style="list-style-type: none"> • NBPTS website and information Due: <ul style="list-style-type: none"> • Session 4 Reflection Activity
Session 6 March 2	Mock Interviews SST 504 Presentations Community Service Project	Read: <ul style="list-style-type: none"> • Information on CC • Special Education; Ed Codes; Mandatory Reporting Due: <ul style="list-style-type: none"> • Session 5 Reflection Activity Submit: <ul style="list-style-type: none"> • Mandatory Reporting Summary
Session 7 March 9	IEP/Special Ed Presentations Community Service Project	Due: <ul style="list-style-type: none"> • Session 6 Reflection Activity Submit: <ul style="list-style-type: none"> • Year Long Planning Grid
Session 8 March 16	Special Ed Classroom Management Wrap-up	Due: <ul style="list-style-type: none"> • Session 7 Reflection Activity Submit <ul style="list-style-type: none"> • Month Long Plan • IEP Best Practices • Presentation form • Community Service Plan and Reflection