

California State University San Marcos
College of Education

EDEX 639

Data Based Instruction to Improve Instruction and Learning

Spring 2004 Online Class

Instructors: Leslie Mauerman and Toni Hood

Please see WebCT course for instructor information and office hours of availability

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 on-going service. Our practices demonstrate a commitment to student-centered education, 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).

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 Discussion Board; Completion of Modules on a weekly basis; and visits to the lectures provided within the course.

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.

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

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

SCHEDULE FOR EDEX 639-DATE BASED INSTRUCTION

Key: DB = Discussion Board PM = Private Mail

SHP = Student Homepage

Week of 1/20/04	<ul style="list-style-type: none"> · Log on to the NEW Online Orientation which can be found through the WebCT log-on page. (If you are here, you've gone too far!)CSUSM webmasters have created this new approach so that you can access help about anything at any time!! · Purchase textbooks · Locate Appendix A in the Module 1 Section <ul style="list-style-type: none"> · Post Brief Autobiography (DB) · Review and print out Course Syllabus and Course Modules, · Print a copy of this schedule · Read Appendix A: Monitoring Approaches · 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 (3 points) · Submit/Post Focus Questions #1 (PM) · Post Professional Contribution #1 (DB) (1 point)
Week of 1/26/04	<ul style="list-style-type: none"> · Read Lovitt (first half) · Read and complete Module 2 (PM)(3 points) · Post Description of Teacher (YOU!) to your Homepage (SHP) · Post thorough description of the ages/grade levels of your students on your Homepage (SHP) · Continue NIH Module until Certificate of Completion is achieved this week · Submit/Post Focus Questions for Module 2 · Post Description of Setting and Collaborative Experiences to your Homepage (SHP)(3 points)
Week of 2/2/04	<ul style="list-style-type: none"> · Complete Lovitt Text · Post Description of your Curriculum(SHP) · Post Philosophy of Instructional Management to your SHP(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 2/9/04	<ul style="list-style-type: none"> · Read & Complete Module 3 (3 points) · Submit/Post Focus Question #3 · Post Description of Learners & and Their Instructional Needs (SHP) · Post Description of Learner for Your Project (SHP) · Post Academic Behavior to be Changed (with CA Standards!) (SHP)
Week of 2/16/04	<ul style="list-style-type: none"> · Read and Complete Module #4 (3 points) · Submit/Post Focus Questions for Module #4 · Post Monitoring Approaches (SHP) · Post Professional Contribution #2 (DB) (1 point)
Week of 2/23/04	<ul style="list-style-type: none"> · Collect data · Verify monitoring system ‘works’ · Post Evaluation of Web-based Resources (DB)(1 point)
Week of 3/1/04	<ul style="list-style-type: none"> · Read and Complete Module #5 (3 points) · Submit/Post Focus Questions for Module #5 (SHP) · Continue Data Collection · Post ABCs and Es of DBI (SHP)
Week of 3/8/04	<ul style="list-style-type: none"> · Read and Complete Module #6 (3 points) · Submit/Post Focus Questions for Module #6 (PM) · Continue Data Collection · Implement Interventions · Monitor Progress · Post Evaluation of Web-based Resources #3 (1 point)
Week of 3/15/04	<ul style="list-style-type: none"> · Continue Data Collection! · Read and Complete Module #7 (3 points) · Submit/Post Focus Questions for Module #7(PM) and submit Data-Based Decisions and Reporting Progress (SHP)
Week of 3/22/04	<ul style="list-style-type: none"> · Continue Data Collection! · Read and Complete Module #8 (3 points) · Submit/Post Focus Questions for Module #8: Changes in My As, Cs, and Es (SHP) · Redesign DBI, if necessary · Post Professional Contribution #3 (DB) (1 point) <p>· DBI FACE-TO-FACE CONFERENCES AT Cal State campus on Friday, March 26th from 5-7:30 (Location TBA.)</p>

<p>Week of 3/29/04 is CSUSM Spring Break</p> <p>Week of 4/5/04</p>	<ul style="list-style-type: none"> · Continue data collection · Continue ABC Analysis · Post Evaluation of Web-based Resources #4 (1 point) · Professional Contribution #4 (DB) (1 point)
<p>Week of 4/12/04</p>	<ul style="list-style-type: none"> · Read and Complete Module #9 (3 points) · Submit/Post Focus Questions for Module #9 (PM) and post your Executive Summary (SHP) · Post Professional Contribution #5 (DB) (1 point) · Post Evaluation of Web-based Resources #5 (1 point) · Continue data collection · Continue ABC Analysis · CAR/DBI Poster Session and Online Homepage Presentations at Cal State San Marcos on Friday, April 16th from 5-7:30PM (Location TBA) (10 points)
<p>Week of 4/19/04</p>	<ul style="list-style-type: none"> · Read and Complete Module #10 (3 points) · Post FINAL edits and additions to DBI Project (SHP) · Submit/Post Focus Question for Module #10 (PM)
<p>Week of 4/26/04</p>	<ul style="list-style-type: none"> · 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)
<p>Week of 5/3/04</p>	<ul style="list-style-type: none"> · 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. Did you complete the Self-Assessment yet?

Developing a Web-Based Resource File

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).

Your classmates will also be posting 5 sites, and you are encouraged to expand your personal web-based resource file to include some or all of their contributions, too!

Each posting = 1 point, for a total of 5 points (5%) of your grade.

Using Data-Based Instruction to Improve the Learning Outcomes of Students Who are Difficult to Teach

Table 1: Abstracts of Effective Teaching Practices

Lovitt Textbook	Content Area	Instructional Management System	Researcher (See References)
Chapter 3 (pp. 73-116)	Study Skills	Direct Instruction	Gersten, Woodward, & Darch (1986)
Chapter 4 (pp. 117-123)	Reading	Reciprocal Teaching Teaching Idioms Language Arts with Cooperative Learning	Palinscar & Brown (1987) Arnold & Hornett (1990) Nevin, Thousand, & Villa (1994)
Chapter 4 (pp. 124-128)	Mathematics	Contingency Contracts Partner Learning Math Facts Fred Jones' Trimodal Cycle Peer Tutoring Children with Autism Metacognition for Low Achievers Cooperative Learning	Kidd & Saudargas (1988) LaPlant & Zane (1994) Jones (1987) McNeil (1994) Cardelle-Elawar (1995) Nevin, Thousand, & Villa (1994)
178-181	Fine Arts	Dalcroze Eurhythmics Integrative Arts Music Leisure Skills	Hibben & Scheer (1982) Selwyn (1993) Buck & Gregoire (1996)
Chapter 4 (pp. 128-138) COPS strategy (pp. 85-87)	Writing	Writer's Process Morphological Awareness Computer Assisted Dialogic Retrospection	Vallecorsa, Ledford, & Parnell (1991) Carlisle (1994) Wetzel (1992)

			Diaz-Greenberg (1995)
Chapter 6 (pp. 159-190) Problem-Solution (pp. 115-116)	Social Studies	Strategy Instruction Teaching Miranda Rights Participation	Kinder & Bursuck (1993) Sears, Bishop, & Stevens (1989) Lovitt (1991)
Chapter 4 (pp. 135-138)	Spelling	Peer Tutoring Peer Tutoring Spelling for Children with Autism	Harper, Maheady, & Mallette (1994) McNeil (1994)
	Creativity	Multiple Intelligences	Gardner & Hatch (1989)
Chapter 15 (Health)	Science	Cooperative Learning Discovery Learning Health Science Technology Society (STS) Themes	Nevin, Thousand, & Villa (1994) Bay, Staver, Bryan, & Hale (1992) Hollingsworth & Woodward (1993) Caseau & Norman (1997)
Pages 134, 365, 370-372, 307	Computer-Assisted Instruction	Corrective Feedback Equal Access in Multicultural Classes Metacognitive Problem Solving CAI	Collins, Carnine, & Gersten (1987) Chisholm (1993) Elawar & Wetzel (1995)

Table 2: Other Areas of Interest

Lovitt Textbook	Other Areas of Interest	Researcher
Chapter 8 (pp. 207-243) CAI Social Skills (pp. 243-244) Chapter 11 Peer Mediated Instruction (pp. 277-289)	Social Interaction--Friends	Bishop & Jubala (1997)
Chapter 12 (pp. 301-312)	Self Concept	Increasing Self Determination by Susan George ASUW, 2000
Chapter 2 (pp. 39-72) Chapter 13 (pp. 315-333)	Motivation	Malcolm's Story"
Chapter 10 (pp. 263-276)	Goal Setting/Achieving	

Chapter 14 (pp. 335-346)		
Chapter 5 (pp. 139-158) Chapter 16 (pp. 369-374)	Homework--Parent Involvement	Bryan & Sullivan-Burstein (1997)
Pages 324-325	Handling Disruptive Behaviors of Students with Emotional & Behavioral Challenges	Villa, Udis, & Thousand (1994)
Chapter 1 (pp. 1-38)	Punctuality	
Pages 249-250; 245-249; 251-253; 254-261; 245-247	Participation	Of Students on IEP Teams Nathan Rosenberg, Mary Falvey & Richard Rosenberg (1997)
ESL students' attendance (pp. 23-25)	Critical Pedagogy and Inclusive Special Education (Addressing Social Justice Issues; Eliciting Voices)	Thoma (1999) Goldstein (1995) Pryn (1999)

Collaborative Action Research Abstracts

Topic	Title	Researcher
Data Based Instruction and Collaborative Action Research	A Comparison	Ann Nevin (2001)
School Reform	Overcoming the One-Solution Syndrome	Richard Sagor (1995)
Types of Collaborative Action Research	Three Approaches	Peter Reason (1998)
Teacher Education Program Development	A Multivocal Approach	Antonette "Toni" Hood (2000)
Critical Action Research in a Bilingual Setting	Sonya's Story	Rosario Diaz-Greenberg (1998)