California State University San Marcos
College of Education

EDEX 639
Data Based Instruction to Improve Instruction and Learning
Spring 2005
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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 according to the Course Schedule ; 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, and selected (by the candidate) relevant research articles in web-based and print-based journals. 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, and are available to coach and teach explicitly how to write essays at the graduate level (and candidates have opportunities to revise and resubmit their essays within the allotted semester time limits, 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.

Teacher Performance Expectations

The TPEs for EDEX 639 are:

TPE 2 *Monitoring Student Learning During Instruction***:** Determining student progress toward achieving the state-adopted academic content standards; Using instructional strategies and techniques to support students' learning

TPE 6D *Special Education***:** Developing modifications and adaptations in curriculum assessment and instruction for students with special needs

TPE 9 *Instructional Planning***:** Establishing academic learning goals; Connecting academic content to the students' backgrounds, needs, and abilities; Selecting strategies/activities/materials/resources

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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 challenges specified by IDEA. Also included are the challenges in working with students who are English 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.

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

2. Sagor, Richard. (1992). How to Conduct Collaborative Action Research. Alexandria, VA: Association for Supervision and Curriculum Development.   ISBN 0-87120-201-8. This book is selected because of its wide range of examples of action research in schools and communities.

3. Lovitt's APPENDIX A (Note: Available in our 639 WebCT course. Please print out a copy of Appendix A. You will use it several times during the semester.)

Schedule for EDEX 639: Spring, 2005

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

Week of 1/17/05	Face-to-Face Orientation on campus with Instructor and classmates: Friday, January 21, 2005 from 5-7 PM (Location: TBA) **Before you begin:** · Log on to the NEW Online Orientation which can be found through the WebCT log-on page. CSUSM webmasters have created this new approach so that you can access help about anything at any time!! · Review and print out Course Syllabus and Course Modules · Print a copy of this schedule (Hang it near your computer for quick reference!) · Purchase textbooks • Post Brief Autobiography to Discussion Board(DB) **Begin:** · **Module 1**: Read and Complete (3 points) – - Locate, copy, and read Appendix A: Monitoring Approaches · Read Sagor Text (Yes, ALL of it!) · Read Collaborative Action Research Introduction · Begin NIH Module (Ignore the reference to "Cancer" and proceed according to steps given. You are registering as a *new* participant.) (http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp) · Submit/Post Focus Questions #1 (PM) · Post Professional Contribution #1 (DB) (1 point)
Week of 1/24/05	· Read Lovitt text (first half) · **Module 2**: Read and complete (PM) (3 points) · Post thorough description of YOU as a Teacher to your Homepage (SHP) · Post thorough description of the ages/grade levels (academic and placement) of your students on your Homepage (SHP) · Continue NIH Module until Certificate of Completion is achieved this week. Print one copy for your Portfolio for EDEX 661. Send a copy to instructor. (Attach in Private Mail/PM) - Submit/Post Focus Questions (PM) · Post Description of Setting and Collaborative Experiences to your Homepage (SHP)
Week of 01/31/05	· Complete Lovitt Text · Post Description of your Curriculum (SHP) · Post Philosophy of Instructional Management to your SHP (3 points) · Don't forget: Make a copy of NIH Certificate of Completion for your own records. (Send a copy to your Instructor. before your DBI Face-to-Face Conference in March.) · Complete Evaluation of Web-based Resources #1 (DB) (1 point)
Week of 02/07/05	· **Module 3:** Read & Complete (3 points)

	· Submit/Post Focus Question #3 (PM) · Post descriptions of learners & and their instructional needs (SHP) · Post professionally written description of learner for Your DBI Project (SHP) · Post academic behavior to be changed (with CA Standards!) (SHP)
Week of 02/14/05	· **Module #4:** Read and Complete (3 points) · Submit/Post Focus Questions for Module #4 (PM) · Post Monitoring Approaches (SHP) · Post Professional Contribution #2 (DB) (1 point)
Week of 02/21/05	· Collect and organize data · Verify Lovitt's monitoring system 'works' · Post Evaluation of Web-based Resources (DB) (1 point)
Week of 02/28/05	· **Module #5**: Read and Complete (3 points) · Submit/Post Focus Questions for Module #5 (SHP) · Continue Data Collection · Post ABCs and Es of DBI (SHP) - Notify instructor in PM when you have posted to SHP
Week of 03/07/05	·**Module #6**: Read and Complete (3 points) · Submit/Post Focus Questions for Module #6 (PM) · Continue data collection and analysis · Implement Interventions · Monitor Progress (Using at least one of Lovitt's Monitoring Approaches) · Post Evaluation of Web-based Resources #3 (1 point)
Week of 03/14/05	- **Module #7**: Read and Complete (3 points) - Continue Data Collection! - Submit Focus Questions for Module #7(PM) - - Submit Data-Based Decisions and Reporting Progress (SHP) - Prepare data and proofread SHP for discussion with instructor on Friday. DBI FACE-TO-FACE CONFERENCES AT Cal State San Marcos campus on Friday, March 18, 2005 from 5-7:30 (Location TBA.)
Week of 03/21/05	- Continue Data Collection! - **Module #8**: Read and Complete (3 points) - Submit Focus Questions for Module #8 (PM) - - Post changes in My As, Cs, and Es (SHP) - Redesign DBI, if necessary - Post Professional Contribution #3 (DB) (1 point)
Week of 3/27/05 OR 4/4/05	(Note: Spring Break at Cal State is 3/27-4/3. Your district may have a different Spring Break. Continue your project and data collection during the weeks that your school is in attendance.) - Continue data collection and analysis
Week of 4/11/05	- Continue data collection and analysis - Post Evaluation of Web-based Resources #4 (DB) (1 point)

Week of 04/18/05	- Continue data collection and analysis - Continue ABC Analysis - Post Professional Contribution #4 (DB) (1 point) - Post Evaluation of Web-based Resources #5 (DB) (1 point)
Week of 04/25/05	- **Module #9**: Read and Complete (3 points) · Submit/Post Focus Questions for Module #9 (PM) and post your Executive Summary (SHP) · - Post Professional Contribution #5 (DB) (1 point) · Continue data collection and analysis · Continue ABC Analysis · CAR/DBI Poster Session and Online Homepage Presentations at Cal State San Marcos on Friday, April 29, 2005 from 5-7:30PM (Location: TBA) (10 points)
Week of 05/02/05	· **Module #10**: Read and Complete (3 points) · Post FINAL edits and additions to DBI Project (SHP) · Submit/Post Focus Question for Module #10 (PM)
Week of 05/09/05	- **Complete Case Study Responses** (18 points) (re: Irene, Kitty, Judy, Jake, Jose, Randy) (3 points each / 18 points total) & The ABCs of DBI (2 points) = 20 points total - **Complete Culminating Essay** and send to instructor (PM) (5 points) - - - C**omplete a Self-Assessment** Using the Competency Grid, what are the competencies you demonstrated as a result of this experience?