**Cal State San Marcos**
**College of Education**

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**Cal State University San Marcos: College of Education**

**EDEX 639      Spring 2007**

Using Data Based Instruction to Improve Instruction and Learning (**3 units**)

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| Instructor | Office | Office Hours | Phone | E-mail Address |
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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.

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**DBI Course Description**

EDEX 639: Using Data-Based Instruction to Improve Teaching and Learning is intended for practicing general and special education teachers in the elementary school, middle school, who are interested in learning "best practices" in educating students with learning challenges, including those students specified by IDEA, students who are English learners, students with gifts and talents, and students with multiple handicaps. EDEX 639 will also support you as you document your competencies for meeting the needs of students from ethnically/linguistically diverse cultures who qualify for special education.

EDEX 639 will show you how to meet the competencies for Level II Specialists Credential in California. (Note: Keep track of your work; you will be asked to show evidence for these competencies at the end of the course!) Another 'bonus' of this course is, by virtue of completing the course *online*, you will also demonstrate 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 students' special education needs, and 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 within the course: 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. The following texts have been selected because of the wide range of examples of applying researched best practices to various academic subjects (Lovitt), as well as a wide range of examples of action research in schools and communities (Sagor).

1.  Lovitt, Thomas (2000). *Preventing School Failure.* Austin, TX: PRO-ED.

2.  Sagor, Richard (1992). *How to Conduct Collaborative Action Research.* Alexandria, VA: Association for Supervision and Curriculum Development.

3.  Lovitt's *Appendix A* – This is only available in our 639 WebCT course. It is NOT available in the bookstore. Please print a copy of this reference, as you will need to refer to it frequently during the course.

# 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.

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### 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 and EDEX 639 Attendance Policies

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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Policy adopted 1992.)

EDEX 639 is a 3-credit, 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.A. in Ed. and Level II Education Specialist credential are expected to attend class at least 3 hours per week. The time commitment for preparation at the graduate school level is typically calculated at @ 2-3 hours of study time for each hour of credit each week. That translates to about 6-9 hours of preparation time for a 3-credit-hour course.

The online analog of class attendance is comprised of composing and submitting essays to address questions in the course 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. and Level II Education Specialist candidates are expected to prepare essay responses that show integration of course lectures, relevant aspects of course texts, and selected (by the candidate) relevant research articles from professional journals.

The emphasis in EDEX 639 is on *outcomes*. Instructors rely on a mastery teaching and learning process, and are available to coach/teach explicitly how to write at the graduate level. Candidates may revise and resubmit their written work within given time limits, based on corrective critiques from the instructors. Please note that without substantial evidence documenting online participation at the 80-100% attendance level, candidates may not receive a passing grade (no matter how excellent actual outcomes are).

### Attendance Guidelines

For EDEX639 online, the following guidelines will apply:

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

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

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

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

## Interface with Level II Education Specialist Standards

EDEX 639 is a required course in the Level II Mild/Moderate Education Specialist Credential Program. In this course, participants must demonstrate competency in Level II Standards #13, 15, 19, and 20. Candidates will post responses to these Standards in their Level II TaskStream Portfolio. To meet these standards, the Candidate will:

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Standard 13: Data-Based Decision Making

- ☆ use assessment analysis to address students' developmental, academic, transitional, behavioral, social, communication, vocational, and/or community life skill needs
- ☆ use on-going assessment to monitor student learning and progress
- ☆ use assessment data to:
  - ☆ develop IEP goals, objectives appropriate to student needs,
  - ☆ develop adaptations and instructional plans in content curriculum
  - ☆ systematically adjust programs and instruction to promote
  - ☆ maximum learning and generalization
- ☆ use strategies/tools to self-evaluate teaching/learning + on-going assessment

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Standard 15: Current and Emerging Research and Practice

- ☆ interpret, apply, and disseminate current and emerging research, theories, legislation, policies and practices
- ☆ induce hypotheses based on observation, deduce implications of the hypotheses, test the implications, and confirm or disconfirm the
- ☆ conduct applied and evaluation research

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Mild/Moderate Standard 19: Curriculum and Instruction

- ☆ develop IEP goals, objectives, adaptations, and instructional plans in math, language, arts, literacy, science/health, and social science that are responsive to needs of students with mild-moderate disabilities in various education settings
- ☆ develop, select, implement, and evaluate a variety of pedagogical approaches in teaching mathematics, language arts, literacy, science/health and social science across educational environments and activities
- ☆ develop, adapt, and modify unit and lesson plans to provide students equitable access to the core curriculum
- ☆ demonstrate ways to modify, enhance, and adapt instruction + curricular content
- ☆ use supportive technology for curriculum enhancement, adaptation, and accessibility
- ☆ facilitate integration activities in community settings for students with mild/moderate learning needs

Mild/Moderate Standard 20: Collaboration and Consultation

- ✰ effectively communicates relevant information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements to educators, students, families and other personnel *via Electronic Communication and Web Based Publishing of the DBI Project.*
- ✰ demonstrates the ability to use culturally competent strategies in working with families whose culture/language differs from his/her own
- ✰ collaborates with general education teachers to gather and use evaluation data to modify curriculum, instruction, and assessment
- ✰ effectively employs conflict resolution and problem-solving strategies  and evaluates his/her own effectiveness in this area

Note:  Given the applied *individualized* nature of the Collaborative Action Research process that results in a Data Based Instruction Project, the Candidate may indeed show additional competencies from other standards. It is the responsibility of the Candidate to identify those and obtain validation (e. g., through Portfolio verification from the course instructor). For example, the DBI Project may focus on transition planning for a student with complex behavioral and emotional needs.  In this case, the Candidate will be showing additional competencies for Standards 14 and 16.

## Academic Honesty

**Academic Honesty:**  "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 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 [but is not limited to] the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole." – CSUSM Catalogue

# EDEX 639 Tentative Course Schedule: Spring 2007

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| | **Face-to-Face Orientation with instructor and classmates:**<br>*Thursday, January 25, 2007 in KLG 5102 from 4:00 -5:15 PM* |
| **Week of January 29**<br><br>**Week 1 Checklist A**<br><br>1. \_\_\_\_<br>2. \_\_\_\_<br>3. \_\_\_\_<br>4. \_\_\_\_<br>5. \_\_\_\_<br>6. \_\_\_\_ | <div align="center">**Before you begin...**</div><br><br>1. Register; Know your **USERNAME** & **PASSWORD**<br>2. Purchase textbooks!<br>3. **Attend Orientation** *Thursday, January 25, 2007 in KLG 5102 from 4:00 -5:15 PM*<br>4. Log onto the NEW **Online Orientation** found on the WebCT log-on page. The webmasters have created this so you can access **HELP** about anything at any time!!<br>5. Read through course Syllabus and Course Modules<br>6. Print a copy of this schedule (A really good idea: Hang it near your computer for quick reference!)<br><br><div align="center">**Now you are ready to begin!**</div> |
| **Week 1 Checklist B**<br><br>1. \_\_\_\_<br>2. \_\_\_\_<br>3. \_\_\_\_<br>4. \_\_\_\_<br>5. \_\_\_\_<br>6. \_\_\_\_<br>7. \_\_\_\_<br>8. \_\_\_\_ | 1. Post **Brief Autobiography** (2-3 paragraphs) to Discussion Board (DB): "Data About Me"<br>2. Read and complete **Module 1** (3 points)<br>3. **Read/Print** *Appendix A*: *Monitoring Approaches*<br>4. Read Sagor Text (Yes, ALL of it! It's short!)<br>5. Read Collaborative Action Research Introduction<br>6. Begin the NIH Module (Ignore the reference to "Cancer" and proceed according to steps given. You are registering as a *new* participant. (Click *"New User Registration"* on the bottom left. Proceed as directed.) http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp<br>7. Submit/Post Focus Questions #1 (Mail =M)<br>8. Post Professional Contribution #1:  (DB) (2 points) |
| **Week of 2/5/07** | 1. Read Lovitt text (Chapters 1-4) |

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| **Week 2 Checklist**<br><br>**1.** ____<br>**2.** ____<br>**3.** ____<br>**4.** ____<br>**5.** ____<br>**6.** ____<br>**7.** ____ | **2.** Read and complete **Module 2** (M) (3 points)<br>**3.** Post thorough description of YOU as a Teacher to your Homepage (PHP). Be thorough!<br>**4.** Post a Detailed Description of Setting and Collaborative Experiences to your Homepage (PHP)<br>**5.** Post thorough description of the ages/grade levels (academic and placement) of your students on your Homepage (PHP)<br>**6.** Continue NIH Module until Certificate of Completion is achieved this week. Print one copy for your Portfolio for EDEX 661. Send a copy to your EDEX 639instructor. (Attach in Mail/M)<br>**7.** Submit/Post Focus Question Responses (M)<br><br>(Note: February 2, 2007 is the last day to drop this course. Incompletes are not granted except in extraordinary circumstances with permission from the Associate Dean.) |
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| **Week of 02/12/07**<br><br>**Week 3 Checklist**<br><br>**1.** ____<br>**2.** ____<br>**3.** ____<br>**4.** ____<br>**5.** ____ | **1.** Read Lovitt Text (Chapters 5-8)<br>**2.** Post Description of your Curriculum to your Homepage (PHP)<br>**3.** Post Philosophy of Instructional Management to your PHP<br>**4.** Don't forget: Make a copy of NIH Certificate of Completion for your own records. (Send a copy to your Instructor ASAP.)<br>**5.** Complete Evaluation of Web Resource #1 (DB) (2 pts.) |
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| **Week of 02/19/07**<br>**Week 4 Checklist**<br><br>**CHECKPOINT #1** | **1.** First PHP Checkpoint (Post PHP to Discussion Board Forum under your name when you have completed items 5-7 here.) |

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| **1.** ____<br>**2.** ____<br>**3.** ____<br>**4.** ____<br>**5.** ____<br>**6.** ____ | 2. Read Lovitt Text (Chapters 5-8)<br>3. **Module 3**: Read & Complete (3 points)<br>4. Submit/Post Focus Question #3 (M)<br>5. Post descriptions of learners & and their instructional needs on Homepage (PHP)<br>6. Post professionally written description of learner for your DBI project on Homepage (PHP)<br>7. Post academic behavior to be changed on Homepage (with CA Standards!) (PHP) |
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| **Week of 02/26/07**<br><br>**Week 5 Checklist**<br><br>**1.** ____<br>**2.** ____<br>**3.** ____<br>**4.** ____<br>**5.** ____ | 1. Read Lovitt Chapters 9-12<br>2. **Module #4**: Read and Complete (3 points)<br>3. Submit/Post Focus Questions for Module #4 (M)<br>4. Post Monitoring Approaches (PHP)<br>5. Post Professional Contribution #2 (DB) (2 points) |
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| **Week of 03/05/07**<br>**Week 6 Checklist**<br><br>**1.** ____<br>**2.** ____<br>**3.** ____<br>**4.** ____ | 1. Read Lovitt Chapters 13-16<br>2. Collect and organize data<br>3. Verify that Lovitt's monitoring system 'works'<br>4. Post Evaluation of Web-based Resources (DB) (2 points) |
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| **Week of 03/12/07**<br><br>**Week 7 Checklist**<br>**1.** ____<br>**2.** ____ | 1. **Module #5**: Read and Complete (3 points)<br>2. Submit/Post Focus Questions for Module #5 (PHP)<br>3. Continue Data Collection |

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| **3.** ____<br><br>**4.** ____<br><br>**5.** ____ | **4.** Post ABCs and Es of DBI (PHP)<br><br>**5.** Notify instructor in M when you have posted to PHP |

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| **Week of 03/19/07**<br><br>**Week 8 Checklist**<br>**CHECKPOINT #2**<br><br>**1.** ____<br>**2.** ____<br>**3.** ____ | 1. **PHP Checkpoint #2: Post PHP to Discussion Board Forum under your name when you have completed Module #5.**<br>2. Continue your data collection.<br>3. Catch up on all modules this week! |
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| **Week of 04/02/07**<br><br>**Week 9 Checklist**<br>**CHECKPOINT #3**<br><br>**1.** ____<br><br>**2.** ____<br><br>**3.** ____<br><br>**4.** ____<br><br>**5.** ____<br><br>**6.** ____<br><br>**7.** ____<br><br>**8.** ____<br><br>**9.** ____ | 1. **Be sure to post updated and edited PHP in your DB Forum before today's conference.**<br><br>2. **Module #6**: Read and Complete (3 points)<br><br>3. Submit/Post Focus Questions for Module #6 (M)<br><br>4. Continue data collection and analysis<br><br>5. Implement Interventions<br><br>6. Monitor Progress (Using at least one of Lovitt's Monitoring Approaches)<br><br>7. Post Evaluation of Web-based Resources #3 (2 points)<br><br>8. Prepare data; proofread & edit PHP for discussion with instructor and colleagues on Thursday<br><br>9. **DBI FACE-TO-FACE GROUP CONFERENCES**<br><br>**WHERE: Cal State San Marcos Room Univ. Hall 443**<br><br>**WHEN: Thursday, April 5, 2007 [Small groups;** *30-minute appointments only between 5:00-7:30 PM]*<br><br>**BRING WHAT**: Samples of your data; prepare to orally |

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| | share your project details thus far. |
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| **Week of 04/09/07**<br><br>**Week 10 Checklist**<br><br>**1.** ____<br>**2.** ____<br>**3.** ____<br>**4.** ____ | 1. **Module #7**: Read and Complete (3 points)<br>2. Continue Data Collection!<br>3. Submit Focus Questions for Module #7 (M)<br>4. Submit Data-Based Decisions and Reporting Progress (PHP) |
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| **Week of 04/16/07**<br><br>**Week 11 Checklist**<br>**1.** ____<br>**2.** ____<br>**3.** ____<br>**4.** ____<br>**5.** ____<br>**6.** ____ | 1. Continue Data Collection!<br>2. **Module #8**: Read and Complete (3 points)<br>3. Submit Focus Questions for Module #8 (M)<br>4. Post changes in My As, Cs, and Es (PHP)<br>5. Redesign DBI homepage/project, if necessary<br>6. Post Professional Contribution #3 (DB) (2 points) |
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| **Week of 4/23/07**<br><br>**Week 12 Checklist**<br><br>**1.** ____<br>**2.** ____<br>**3.** ____<br>**4.** ____<br>**5.** ____<br>**6.** ____ | 1. Continue data collection and analysis<br>2. Edit Homepage (PHP) of 1 classmate.<br>3. Communicate via Mail to classmate upon completion.<br>4. Review edits made to your PHP.<br>5. **Module #9:** Read and Complete (3 points)<br>6. Submit/Post Focus Questions for Module #9 (M)<br>7. Post Executive Summary (PHP) |

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| **7.** ____ | |
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| **Week of 04/30/07**<br><br>**Week 13 Checklist**<br>**CHECKPOINT #4**<br>**(FINAL)**<br><br>**1.** ____<br>**2.** ____<br>**3.** ____<br>**4.** ____<br>**5.** ____<br>**6.** ____<br>**7.** ____ | 1. **Final PHP Checkpoint (Post PHP to Discussion Board Forum under your name when you have completed Module #9.**<br>2. Continue data collection and analysis<br>3. Post Evaluation of Web-based Resources #4 (DB) (2 points)<br>4. Post Professional Contribution #5 (DB) (2 points)<br>5. Continue data collection and analysis<br>6. Continue ABC Analysis<br><br><br>6. **CAR/DBI Professional Poster Session & Roundtable Presentations (Refer to directions posted in Assignments and on Discussion Board.)** (15 points)<br><br>**WHERE: Cal State San Marcos Univ. Hall 443**<br><br>**WHEN:** __Friday, May 4, 2007… 5:00-7:30 PM__ |
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| **Week of 05/07/07**<br><br>**Week 14 Checklist**<br><br>**1.** ____<br>**2.** ____<br>**3.** ____<br><br>**4.** ____<br><br>**5.** ____ | 1. Continue data collection and analysis<br>2. Continue ABC Analysis<br>3. Post Professional Contribution #4 (DB) (2 points)<br>4. Post Eval. of Web-based Resources #5 (DB) (2 pts.)<br>5. Complete Case Study Responses (re: Irene, Kitty, Judy, Jake, Jose, Randy) (3 points each = 18 points total) & The ABCs of DBI (2 points) (20 points total) |
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| **Week of 05/14/07**<br><br>**Week 15 Checklist**<br><br>**1.** ____<br><br>**2.** ____<br><br>**3.** ____<br><br>**4.** ____<br><br>**5.** ____<br><br>**6.** ____ | 1. **Module #10**: Read and Complete (3 points)<br><br>2. **Last Call: Post any FINAL edits, revisions, and additions to DBI Project (PHP) in your DB forum.**<br><br>3. Submit/Post Focus Question for Module #10 (M)<br><br>4. Complete Culminating Essay; Send > instructor (M) (5 pts)<br><br>5. Complete a Self-Assessment Using the Level II Competency Grid of the competencies you demonstrated as a result of this experience. Submit as an attachment to your instructor (M) Required by Program for credential<br><br>6. **All TaskStream postings must be completed by 05/15/07.**<br><br>7. **All assigned tasks must be submitted by midnight, May 16, 2007. No exceptions**! |