California State University
SAN MARCOS | School of Education

333 South Twin Oaks Valley Road   San Marcos, California 92096-0001
Tel: 760.750.4300   Fax: 760.750.3160   www.csusm.edu/education

EDMS 511 Section 1
Elementary Teaching and Learning I
CRN #48828
Wednesday
8:30 – 3:00 pm
Bonsall Elementary School, 31505 Old River Road, Bonsall, California 92031
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	Gilbert Valadez, Ed.D.
Phone:	(760) 750-8514
E-Mail:	gvaladez@csusm.edu
Office:	University Hall 460
Hours:	By appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms.

Valadez: This course requires participation in public schools and other education-related contexts.
This course is designed:
- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- to encourage further infusion of technology into curriculums.

Course Prerequisites
Admission to the Multiple Subject/CLAD teacher Credential Program.

Course Objectives
The purposes of this course are threefold:
- to expand preservice candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- **to provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.**

Required Texts
- Wiggins and McTighne, (2000) *Understanding by Design* Association of Supervision and Curriculum Development
- Lemo, D., (2010) Teach Like a Champion, Josesy Boss Teacher Publication, , San Francisco, California.

Authorization to Teach English Learners

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. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies
The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing 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. You will be required to formally address the following TPEs in this course:

TPE 6d – Engaging and supporting all learners (Student Study Team Assignment)
TPE 9 – Creating & managing effective instructional time (Classroom Management Assignment)

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 the TPA for short.

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 the 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/SoE/CalTPA/CalTPA.html

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

If a student misses 20% or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". Please note you must earn a C+ or better to continue in the credential program. **Notification of absences does not automatically excuse a student from class. It is the responsibility of the student to meet with the instructor and discuss make up of class time or assignments.**

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, 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, in order to ensure confidentiality, in a more private setting.

COURSE REQUIREMENTS

Session Reflections and Discussion Forums	15 points
Peer Teaching Demonstration	20 points
Ability Case Study	10 points
Response to Intervention Action Plan	10 points
TPA Lesson Plan Guide	20 points
Management Plan Grid	15 points
Attendance/Participation	10 points
Total	**100 points**

Grading Standards

All students will come 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., an "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 this oversight. 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 of 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 (e.g., whole group, small group, in/outside of class);

All University Writing Requirement

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

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/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 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.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. 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?

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.

Assignments

Management Plan Grid   15 points

In this activity you will fill in a classroom management grid as directed. You may brainstorm with others in class to work on your plan. The plan will consist of statements of your guiding principles of classroom management. For each principle you will describe two strategies that demonstrates how you will apply your principles. Each strategy will also include a rationale detailing how your strategies illustrated your classroom management principles. Your task will be to fill each square of the grid for five key elements of classroom management. You will also write a simple one page newsletter detailing your classroom rules, etc.

Peer Teaching Demonstration   20 points

You are required to sign up to facilitate discussion on an assigned reading from *Teach Like a Champion* for one class session. You will work with a partner to prepare a 15-20 minute learning activity about the reading. The activity should engage the class and allow us to examine and apply the materials in a meaningful way. You will find a guide for peer presentations in the Cougar Course shell for this class. Follow this guide to complete your assignment.

Session Reflections and Discussion Forums   15 points

Throughout the course you are required to submit session reflections and discussion forums dealing with a variety relevant course topics. These submissions are graded. Each submission is worth a point toward your grade. The directions for completing each of these entries are written into the Cougar course shell. Be sure to complete the reflections and discussion forums on time so as to not impede the discussions in this course.

TPA 11 Lesson Planning Grid   **20 points**

In this course you will complete all of the Teacher Performance Assessment II. This will be completed during two workshop days at the start of the eight sessions. You will also revisit and edit your lesson plan throughout the eight weeks of our class. Your work will be conducted in small groups of 3-4 students. Each student will be required to submit a completed lesson plan at the end of the eight week class.

Ability Case Study Analysis   **10 points**

This assignment requires you to take steps to modify your teaching plans to accommodate the varied learning needs you are presented with in the first few days/weeks of school. Please make both short (for the day or week) and longer (for the month or quarter) plans to address the needs of these students. You will be provided a template on the Moodle shell to complete your work. Completion of this assignment will require you use an ability matrix to create an action plan to address students with special needs.

Response to Intervention Action Plan   **10 points**

In this assignment you will revisit the case study analysis as part of learning about Response to Intervention. The RTI process involves carefully documenting the adaptations and modifications we have tried, and the resulting impact or lack of impact on academic achievement of students. You will come up with an action plan document what has been tried and how it has worked. It is not enough to plan for varied learning needs, we need to follow up to be sure our interventions have been effective, and if not, try new interventions to ensure each student achieves academically to the best of their ability. As was the case with the case study analysis, you will be provided a format for completing this assignment on the Moodle shell.

Participation   **10 points**

You will be graded on your classroom participation. It is an expectation 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 all includes the extent to which you participate in class discussion, how you interact with colleagues, and that you submit all discussion forums and session reflections on time.

Electronic Submissions of Assignments
This course is paperless. All assignments are to be turned into the Moodle shell (a.k.a. Cougar Course) on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman. Check the Moodle shell for final submission dates.

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings & Assignments Due
1 08/27/14	Introduction/Course overview Community building Lesson planning workshop Management issue: Planning for academic achievement	**Read** forward, the author, and introduction, and Chapter two, Planning that ensures academic achievement - *Teach Like a Champion.* **Submit** classroom introduction assignment. **Examine** TPA 2 materials to prepare for lesson writing workshop. **Submit** session reflection.
2 09/03/14	Lesson planning workshop, continued Differentiation and universal access Using an ability matrix for differentiation Peer teaching presentation Management issue: Setting high academic expectations.	**Read** Chapter one, Setting high expectations - *Teach Like a Champion*. **Browse** the linked articles to prepare to teach a diverse group of students. **Review** the management plan assignment. **Group one**: Prepare for peer teaching, Chapter one - *Teach like a Champion.* **Submit**: session reflection.
3 09/10/14	Six Facets of Understanding *What is it to know*? Peer teaching presentation Management issue: Structuring and delivering lessons	**Read** Chapter three, Structuring and delivering lessons - *Teach Like a Champion*, and "Six facets of understanding" article. **Review** the management plan grid and write down any questions you have about this assignment. **Complete** discussion forum, What does it mean to know? **Group two**: Prepare for peer teaching, Chapter three, *Teach Like a Champion.* **Submit** session reflection.

Date	Topic	Readings & Assignments Due
4 09/17/14	Overview of pre-assessment, formative, and summative assessment strategies. Introduction of principles of backward design lesson planning Peer teaching presentation Management issue: Engaging student is lessons	**Read** Chapter four, Engaging students in lessons - *Teach Like a Champion,* and "Backward design 101" article. **Browse** all of the content links for assessment and think about the question: What are the elements of a quality assessment? **Complete** discussion forum, Assessment sample and reflection. **Group three**: Prepare for peer teaching, "Backward design 101," turn in one page lesson plan. **Group four:** Prepare for peer teaching, Chapter four, *Teach Like a Champion.* **Submit** session reflection
5 09/24/14	Elements of Response to Intervention (RtI) teaching strategies for working with students with special needs Elements of progress monitoring in instruction Case studies of monitoring process Peer teaching presentation Management issue: RtI	**Read** "Six guiding principles of RtI" article and all three progress monitoring articles. **Browse** the RtI Power Point and video. **Complete** discussion forum, Monitoring student progress example and reflection. **Group five**: Prepare to teach RtI Power Point and article. **Submit** session reflection and the ability case analysis assignment**.**
6 10/01/14	Managing teacher and student stress Overview of common student behavior issues What is service learning? Case studies of classroom management and student behavior issues Peer teaching presentation Management issue: Setting and maintaining high behavioral expectations	**Read** Chapter six, Setting and maintaining high behavioral expectations - *Teach Like a Champion* and the article, "The ESL family science night". **Complete** discussion forum, Example of a classroom management strategy and reflection. **Complete** the assignment Student behavior case study example. **Group six:** Prepare for peer teaching**,** Chapter six - *Teach Like a Champion.* **Submit** session reflection.

Date	Topic	Readings & Assignments Due
7 10/08/14	Madeline Hunter- TRICKS and Motivation Elements of and ways to develop an effective and positive classroom culture Professional and ethical behaviors for clinical practice Peer teaching presentation Management issue: Creating a strong classroom culture	**Read** Chapter five, Creating a strong classroom culture - *Teach Like a Champion*. **Read** "Student teacher scenarios" and "Establishing a classroom culture" article*.* **Complete** and turn in the management plan grid the day before session eight. **Group seven:** Prepare for peer teaching, Chapter five - *Teach Like a Champion*. **Submit** session reflection and your management planning grid
8 10/15/14	How does a teacher effectively find and use resources? What common resources available at the school site and beyond? Management plan: Finding and using resources.	**Complete** discussion forums, Beyond school-Keeping current and the resource list assignment and school context inquiry. **Submit** session reflection, RtI action plan, TPA lesson planning grid, peer teaching outline, and your participation grade assignments.