



EDMX 511
Elementary Teaching and Learning for Education Specialists I
CRN #48841
Mondays
7:30 am – 3:00 pm
Twin Oaks Elementary, Room 37 | 1 Cassou Rd. | San Marcos, CA 92069
Fall 2014

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

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Hours: Virtual: Wednesdays 10 am - 3 pm
In person: By appointment before or after class onsite

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
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COURSE DESCRIPTION

Provides an introduction to psychology of learning and instruction; applications of learning theories to educational practice; planning and delivery of meaningful lessons; and utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

Course Prerequisites

Enrollment restrictions: Admission to the Educational Specialist Program. Completion of EDUC 350, EDUC 364, EDUC 422 at CSUSM or the pre-approved equivalent courses from another institution.

Course Objectives

This course provides an introduction to psychology of learning and instruction: applications of learning theories to educational practice; the planning and delivery of meaningful lessons; utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. The course is built upon the principles of the Mission of the School of Education as stated above. Primarily focuses on developing a preliminary understanding of learning theory and instructional practice in technology integrated and inclusive elementary classrooms. Candidates will be assessed in areas of universal lesson design and delivery, basic techniques of assessing student learning. Additional requirements include working knowledge of the SST/SAT process, the development of a month long unit plan and delivering culturally sensitive instruction.

Unique Course Requirements

In the companion Clinical Practice course, EDMX 570, all candidates are required to participate in a Breadth of Experience visitation week, and to complete written Observation and Reflection assignments to that end. These assigned site visits are designed to meet program standards and to prepare candidates for the requirements inherent in a dual credential program.

- Candidates are required to have dependable, consistent access to a computer. Many assignments will require the use of a computer during class sessions.
- Candidates are expected to use “person-first” language in all written and oral assignments and class discussions (e.g., “Student with Down syndrome,” rather than “Down syndrome student.” Use “Johnny who has autism,” rather than “My autistic student”). **Please read the article at this website before the course begins:** http://www.inclusionproject.org/level_2.php?id=49
- Candidates post assignments in the web course by midnight on the date they are due.
 - If there are extraordinary circumstances that impact completion of assignments, candidates must advise the instructor as soon as possible.
 - If there are questions or concerns, candidates are expected to contact the instructor via university email.
 - Candidates are expected to complete all assigned work. There will be a reduction in points for any assignments submitted after due dates, unless **prior** instructor approval is secured.
 - Exceptions will be handled on a case-by-case basis, at the discretion of the instructor.
- Candidates are expected to proofread and edit all written assignments prior to submission. Candidates will ensure their writing is error-free (grammar, syntax, spelling), and ideas are logically and concisely presented. Assignment credit will reflect any oversight.
- Candidates are advised to keep a copy of all written work. These copies are needed for future use as professional portfolio entries.

Required Texts

- Hardman, Drew & Egan. (2014). **Human exceptionality: school, community and family** (11th ed.) Belmont, CA: Wadsworth.
- Snell & Brown (2011). **Instruction of children with severe disabilities** (7th ed.) Upper Saddle River, NJ: Pearson Education, Inc.
- Thousand, Villa, & Nevin (2007). **Differentiating instruction: Collaboratively planning and teaching for universally designed learning**. Thousand Oaks, CA: Corwin Press.
- Villa & Thousand (2011). **RTI: Co-teaching & differentiating instruction**. Port Chester, NY: National Professional Resources, Inc.

Other text chapters and resources provided within the Cougar Courses Moodle course by permission.

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 both the Multiple Subject and Special Education Credentials. 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:

Candidates in EDMX 511 are required to address the TPEs with emphasis upon:

- CSUSM Local TPE 6D: Developmentally Appropriate Teaching Practices for Special Education: Teaching the Special Education Population in the General Education Environment
- TPE 8: Learning about Students
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 13: Professional Growth

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: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

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 COE Governance Community, December, 1997).*

This course: Since the Concurrent courses meet all day, it should be noted that a one day absence equals TWO class session absences. Candidates in the concurrent program may only miss one and one-half days before accruing a 20% absence rate, thus acquiring the potential for losing a grade point.

Candidates must earn a C+ or better to continue in the credential program. Notification of absences does not automatically excuse a candidate from class. It is the responsibility of the candidate to meet with the instructor and discuss potential make up of class time or assignments. Candidates must not assume that class time and all assignments or activities can be made up, as some are not easily replicated outside of the collaborative class environment.

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 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, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

In keeping with the university-wide policy that every course at the university must have a writing requirement of at least 2500 words, this course will include weekly reflective writing prompts, the completion of two universal lesson designs, in accordance with TPA standards. Additionally candidates are required to complete assignments in the areas of typical and atypical human development, a student characteristics chart for students with special needs, as well as a written project which details service options for a particular student.

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, Moodle, 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.

COURSE REQUIREMENTS

In this course, candidates

- develop a lesson design and unit design to be used in future coursework. (ES Program Standards 10 and 13; MS Program Standards 5, 9, and 13)
- develop beginning competency in the use of assessment [including entry-level, formative, and summative types] for use in developing lesson designs. (ES Program Standards 10 & 13; MS Program Standards 5, 9, and 13)
- develop knowledge of typical and atypical human development. (ES Program Standard 11; MS Standard 3)
- develop proficiency in participation in the process of Student Assistance Teams (a.k.a. Student Success/Study Teams). (ES Program Standards 13 & 14; MS Program Standards 6, 10, 13)
- develop beginning competency in the use of classroom management strategies. (ES Program Standards 10, 11, 13, & 14; MS Program Standards 6, 10)
- develop proficiency in the skills of observation of elementary students. (ES Program Standards 10, 11, 13, & 14; MS Program Standard 4)

Grading Standards

Assignment	Point Value
Photo posted in Cougar Course Profile & GTKY	2
Weekly Tutoring Reflection Journal (8 weeks@2 pt each)	16
Reading Reflections (6 @ 2 pts each)	12
Goals, Objectives/ Positive & Healthy Lrng Environment (group)	2
Guided Observation/Human Development Assignment (Indiv)	8
Universal Design Differentiated Lesson Plan (group & indiv)	16
Student Study/Assistance Team (SST/SAT) (may move to Spring/512)	12
Pairs: Month Long Unit Plan	16
Participation, Attendance, Professionalism	16
	100

COURSE SCHEDULE

EDMX 511 Scope and Sequence Matrix Preliminary Course Schedule Shaded column may need further revision—will be re-sent by end of first week, depending upon how much we accomplish together in the first days.

LP Mauerman/Fall2014

Integration/Infusion of Sp Ed Program Standards, M/M & M/S Standards, TPE Requirements, CalTPA, and SOE Standards

Revised: 8/24/14

#	D	Topics	Session Materials/Activity	Readings/Assignments	Online Complement	Sp Ed Stds/TPEs
0	Ohana Week	Opening: Review Norms, Climate, Routines Groups,	Group & Individual Activities	Peruse ALL Texts	Syllabus, Sched, Readings, Assgnmts, Forums, etc	SpEd ST: Review of Standards GE TPE: (8, 11) CalTPA 1, 2 is course focus
0		Elements of Instruct I, TPA Overview	Journaling Elem of Instruction Posters	Schmocker: EI of Inst Excerpt for RR#1	Readings, Assgnmts, Forums	SpEd ST: GE TPE: 8, 9
1	8/25 week 1	Syllabus overview Ways of Knowing (Review) Elem of Instruct II	Tutoring Reflective Journal (TRJ) H. Gardner review 4 Teachers- EI of Inst/Activity	Topical articles-webclass	Topical Articles/Media/Posts	SpEd ST: Prgm St. 14 GE TPE: 8 ,9, 10, 11
2		Task & Concept Analysis, Bloom; Affect, Psychomotor, Cognitive GTKY	Web quest-EI of Inst Activity Task Analysis activity			SpEd ST: Prgm St. 13, M/M GE TPE: 4, 5, 6A, 6B
	9/1	Labor Day = Online Class	Watch FAT City on community media site	Observ. Skills, Ableism RR# 2	RR #1: Schmocker EI of Instruct Submit by midnight 9/5	
3	9/8 week 3	Human Development, Who are my Sts? Observation skills/Identification	TR Journal Typical/Atypical Dev Activity	Topical articles -HDE: Ch 7–15; Only mark definitions/chapters -TVN/Inclusion: Ch5, pgs 65-71	Topical Articles/Media/Posts Group Human Develop Assignmt	SpEd ST: Prgm St. 11, 12. M/M St. 1 GE TPE: 6A & 6B

#	D	Topics	Session Materials/Activity	Readings/Assignments	Online Complement	Sp Ed Stds/TPEs
4		In-class Guided Student Observation Healthy/Pos Lrng Environment	Observation Practice/Video LUNCH: Educating Peter	HDE: Ch 5, p 106-125; RR# 3☺ TVN/Differentiation: Ch.3(pgs. 35-47); Ch. 4(pgs. 49-64); Ch. 5 (pgs. 65-76)	Dual Observation Due 9/14 RR #2: Obs. Skills, Ableism 9/10	SpEd ST: Prgm St.1, M/M St. 1 GE TPE: 4, 5
7	9/15 week 4	Lesson Design I: Putting it all together Differentiation, ELLs, 14 Fed Definition	TR Journal Media, DI- elements of Lesson design		Topical Articles/Media/Posts	SpEd ST: M/S St.4; Prgm St. 10 GE TPE: 1
8		Group Mini Lesson Project Ethics, Confidentiality, Mandates, cont	Lesson Plan Template (TPA) Group activity Professional Dispositions: Self eval posted to TS	TVN: Ch 1, p 10-13, TVN Differentiation Ch 7 for RR #4☺	RR #3:HDE Diversity/Instruct'n	SpEd ST: M/S St. 4, GE TPE: 12
9	9/22 week 5	Lesson Design II:UDL Content, Process, Product revisited Differentiation Strategies I Collaboration I	TR Journal PPT lecture/activities Media- Differentiation	Topical articles- webclass RTI Foldout	Topical Articles/Media/Posts	SpEd ST: M/M St. 5 GE TPE: 4, 5
10		Social Justice, Service Lrng RTI Overview Lesson Plan Workshop	Jigsaw and Expert groups LP Workshop	TVN, Ch 6 for RR# 5 ☺ PRINT Characteristics Matrix	Group Lesson Plan Due RR #4: Differentiation Strategies	SpEd ST: Prgm St. 3; M/M St. 1 GE TPE: 7, 8, 9, 15
11	9/29 week 6	Clinical Practice/Breadth Week Discuss RTI: How It Fits - Collaboration Sp Ed Characteristics Matrix Intro	TR Journal Media- What is RTI?	Topical articles- webclass SST RTI foldout	Topical Articles/Media/Posts	SpEd ST: Prgm St.4, M/M St. 5 GE TPE: 9, 10, 11,
12		Differentiation Strategies II Assessment Strategies II Sp Ed Characteristic Matrices Wkshp [+]	PPT lecture/activities Workshop	RTI trifold, Snell: Ch 1, Ch 6, p 224-233; for RR# 6☺	RR #5: TVN, RTI: Assessment Matrix Binder due	SpEd ST: Prgm St. 3, 5 GE TPE: 4,5,6A, 6B, 6D, 7, 9, 10, 11

#	D	Topics	Session Materials/Activity	Readings/Assignments	Online Complement	Sp Ed Stds/TPEs
13	10/06 week 7	SST/SAT Training; Group Practice ? Paired Lesson Revision Workshop w diff, assess, sp ed strategies Unit of Study Intro	TR Journal PPT lecture/activities Unit of Study PPT lecture	Topical articles-webclass First Day online resources	Topical Articles RTI/Sp Ed Strategies in LP due	SpEd ST: M/M St. 5,1 GE TPE: 3, 4
14		SST Group Simulation Guided Activity Paired Lesson Design Presentations w Immediate Feedback, Refinement	SST Templates ½ Class Presentations	Topical articles-webclass Unit Design Readings	SST Simulation Due Paired Lesson Design Due RR #6: Snell – Strategies M/S	SpEd ST: M/M St 5, Prgm St 11, 13 GE TPE: 6A,6B, 8
15	10/13 week 8	Unit of Study II Pairs/Triads Unit Project Workshop	TR Journal Unit of Study Template Workshop	Topical articles-webclass	Topical Articles/Media/Posts	SpEd ST: Prgm St. 2, M/M St. 3 GE TPE: 13
16		Celebration of Learning! Next steps, Clinical Placement Breadth of Experience Visitation Reflection assignment		Advance Organizer for EDMX 512	Unit Project Due	SpEd ST: Prgm St. 2, M/M St. 3 GE TPE: 8, 9, 11
10/20-10/24		Breadth of Experience Week of Visitations in small groups to five different school settings. Watch for assignments.				