Instructor	Office	Office Hours	Phone	E-mail Address
				lmauerma@csusm.edu
Leslie Mauerman, M.S. Ed.	University Hall 212	By appointment	760-750-8210 Or 760-846-0401	

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.

DBI Course Description

EDEX 639: Using Data-Based Instruction to Improve Teaching and Learning is intended for practicing general and special education teachers in K-12 schools who are interested in learning *best practices* in educating students with learning challenges, including those students specified by IDEIA, students who are English learners, and students with gifts and talents. 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 the Level II Education Specialist 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 most of the course *online*, you will also demonstrate technology-related competencies.

The broadest goal of this course is to empower you 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 effective instructional organization and delivery strategies to improve student learning.
5. Design a measurement system to:

      a) assess a targeted 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 and Texts

Selected sections of Lovitt (2007) 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 and others 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, CDs, 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 (2007). *Promoting School Success.* 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 as a link within 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. Enlarge the course view to 125% for the best view.

4. All readings presented in all modules of the course.

INFUSED COMPETENCIES

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course demonstrates the collaborative infusion of special education competencies that reflect inclusive educational practices.

Accommodation for Disabilities

Students requiring reasonable accommodations will receive services and need to contact Disable Student Services (DSS) in order to make the necessary arrangements. This office is located in Craven Hall, Room 5025a, and can be reached by phone at 760) 750-4905 or 7600 750-4909 for TDD users.

Technology

This course infuses specific technology competencies required 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.

College of Education 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. *(Adopted by the COE Governance Community, December, 1997).*

University-Wide Writing Requirement

CSUSM requires that all students meet the writing criteria of a minimum of 2500 words per course. In EDEX 639, WebCT submissions, TaskStream postings, as well as the following assignments shall serve to meet this important writing requirement: All assignments may be found in this syllabus with performance scoring rubrics.

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.

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 Teacher Performance Expectations (TPEs)

Participants in EDEX 639 must have a teaching credential and a public school teaching position. As such, they have already met the Teacher Performance Expectations of the State of California and this college. EDEX 639 reinforces TPEs 2, 6D, and 9.

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

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 and 19. To meet these standards, the Candidate will:

Standard 13: Data-Based Decision Making (Case Study Analyses and Project Homepage)

- ☆ 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

Note: Given the applied *individualized* nature of the Collaborative Action Research process that results in a Data Based Instruction Project, the Candidate may 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. Standards 15 and 20 are also commonly identifiable and validly demonstrated.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT		PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION		PART 3: CULTURE AND CULTURAL DIVERSITY	
I. Language Structure and Use: Universals and Differences (including the structure of English)		**I. Theories and Methods of Bilingual Education**		**I. The Nature of Culture**	
A.	The sound systems of language (phonology)	**A.**	Foundations	**A.**	Definitions of culture
B.	Word formation (morphology)	**B.**	Organizational models: What works for whom?	**B.**	Perceptions of culture
C.	Syntax	**C.**	Instructional strategies	**C.**	Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D.	Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**		**D.**	Physical geography and its effects on culture
E.	Language in context	**A.**	Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	**E.**	Cultural congruence
F.	Written discourse	**B.**	Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**	
G.	Oral discourse	**C.**	Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.**	What teachers should learn about their students
H.	Nonverbal communication	**D.**	Working with paraprofessionals	**B.**	How teachers can learn about their students
I.	Language Change			**C.**	How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development		**III. Language and Content Area Assessment**		**III. Cultural Contact**	
A.	Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.**	Purpose	**A.**	Concepts of cultural contact
B.	Psychological factors affecting first- and second-language development	**B.**	Methods	**B.**	Stages of individual cultural contact
C.	Socio-cultural factors affecting first- and second-language development	**C.**	State mandates	**C.**	The dynamics of prejudice
D.	Pedagogical factors affecting first- and second-language development	**D.**	Limitations of assessment	**D.**	Strategies for conflict resolution
E.	Political factors affecting first- and second-language development	**E.**	Technical concepts	**IV. Cultural Diversity in U.S. and CA**	
				A.	Historical perspectives
				B.	Demography
				C.	Migration and immigration

Course Assignments

Assignment	Point Value
10 Course Modules -- 3 pts. ea.	30
5 Professional Contributions (PCs) -- 1 pt. ea.	5
5 value-added responses to others' PCs --1 pt. ea.	5
5 Web Resources (WRs) -- 1 pt. ea.	5
5 value-added responses to others' WRs --1 pt. ea.	5
Case Study Responses +	20
Poster Session	10
Participation & Professionalism	15
Total	100 points

EDEX 639 Tentative Course Schedule: FALL 2007

Week of 08/27 **Week 1 Checklist A** **1.** ____ **2.** ____ **3.** ____ **4.** ____ **5.** ____ **6.** ____ **7.** ____ **Week 1 Checklist B**	**Before you begin...** 1. Register; Know your **USERNAME** & **PASSWORD** 2. Purchase textbooks! 3. Log onto the **Online Orientation** found on the WebCT log-on page. The webmasters have created this so you can access **HELP** about anything at any time! 4. Complete Module Zero. 5. Read through course Syllabus and Course Modules 6. Print a copy of this schedule (A really good idea: Hang it near your computer for quick reference!) 7. Print a copy of Lovitt's Appendix A (See Module Zero) **Now you are ready to begin!** 1. Post **Brief Autobiography** (2-3 paragraphs) to Discussion Board

1. ____ **2.** ____ **3.** ____ **4.** ____ **5.** ____ **6.** ____	(DB): "Data About Me" 2. Read and complete **Module 1** (3 points) 3. Read Sagor Text (Yes, ALL of it! It's short!) 4. Read Collaborative Action Research Introduction 5. Submit responses to Focus Questions #1 (Assignment Dropbox=AD) 6. Post Professional Contribution #1: (DB) (2 points)
Week of 9/3 **Week 2 Checklist** **1.** ____ **2.** ____ **3.** ____ **4.** ____ **5.** ____ **6.** ____ **7.** ____	1. Read Lovitt text (Chapters 1-5) 2. Read and complete **Module 2** (3 points) 3. Post *thorough* description of "YOU as a Teacher" to your Homepage **(PHP).** 4. Post a *detailed* description of your "Setting and Collaborative Experiences" to your Homepage (PHP) 5. Post *thorough* description of the Ages/Grade Levels (academic and placement) of your students on your PHP 6. Complete 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 7. Submit responses to Focus Questions #2 (AD) (Note: _____ is the last day to drop this course. Incompletes are not granted except in extraordinary circumstances with permission from the Associate Dean.)
Week of 9/10 **Week 3 Checklist** **1.** ____ **2.** ____ **3.** ____ **4.** ____ **5.** ____	1. Read Lovitt Text (Chapters 6-8) 2. Post Description of your Curriculum to Homepage (PHP) 3. Post Philosophy of "Instructional Mgt." to your PHP 4. Make a copy of NIH Certificate of Completion for your own records. Bring the copy to Face-to-Face Session (F2F) Session #1 (See below) 5. Complete Evaluation of Web Resource #1 (DB) (2 pts.) 5. **Attend F2F Session #1: Action Research and DBI**

Week of 10/8	(Date: **9/14/07** Time: **4:00-6:00** Location: **UH____**)
Week 7 Checklist	1. Read and Complete **Module #5** (3 points)
	Sign up today online (see course homepage) for your 10/12
1. ____	2. Submit response to Focus Question #5 (AD)
	appointment time
2. ____	3. Continue Data Collection
3. ____	4. Post "ABCs and Es" of DBI (PHP)
Week of 9/17	5. CHECKPOINT TIME: Notify instructor through Course Mail after
4. ____	
	posting the "ABCs and Es" to your PHP.
Week 4 Checklist	1. Read/Finish Lovitt Text (Chapters 9-11)
	2. Read & Complete **Module 3** (3 points)
1. ____	3. Submit responses to Focus Question #3 (AD)
2. ____	4. Post "Descriptions of Learners & and Their Instructional Needs" on Homepage (PHP)
3. ____	5. Post *professionally written* "Description of Learner for your DBI Project" on Homepage (PHP)
4. ____	6. Post "Behavior to be Changed" on PHP with CA Standards! (See Sagor Ch 3. Also refer to Lovitt's *Procedures* for ideas)
5. ____	
6. ____	

Week of 9/24	
Week 5 Checklist	1. Read and Complete **Module #4** (3 points)
1. ____	2. Submit responses to Focus Questions #4 (AD)
2. ____	3. Post "Monitoring Approaches" (PHP)
3. ____	4. Post Professional Contribution #2 (DB) (2 points)
4. ____	

Week of 10/01	1. Review Sagor Chapters #4 and #5
Week 6 Checklist	2. Collect and graphically organize your data (You will need this for your October F2F Session)
1. ____	
2. ____	3. Determine if your monitoring approach is effective. (If not, try an alternative monitoring approach!)
3. ____	
4. ____	4. Post Evaluation of Web Resource #2 (DB) (2 points)
5. ____	5. Did you sign up for your 10/12 appointment yet?

Week of 10/15 **Week 8 Checklist** 1. ____ 2. ____	1. Continue your data collection. Catch up on all modules before your appointment! Proofread and edit your PHP 2. **Attend F2F Session #2: *DBI SMALL GROUP CONFERENCE*** (Date: **10/12/07** Time: **4:00-6:30** Location: **UH____**) These are small groups *30-minute appointments only* BRING: Samples of your data; prepare to orally share your project details thus far.
Week of 10/22 **Week 9 Checklist** 1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____	1. Read and Complete **Module #6** (3 points) 2. Submit responses to Focus Questions #6 (AD) 3. Continue data collection and analysis. (See Sagor Ch 4&5) 4. Implement Interventions 5. Monitor Progress using at least one of Lovitt's Monitoring Approaches (Appendix A) 6. Post Evaluation of Web Resource #3 (DB) (2 points) 7. Continue to proofread & edit PHP.
Week of 10/29 **Week 10 Checklist** 1. ____ 2. ____ 3. ____ 4. ____ 5. ____	1. Read and Complete **Module #7** (3 points) 2. Continue Data Collection! 3. Submit responses to Focus Questions #7 (AD) 4. Submit "Data-Based Decisions" and "Reporting Progress" (See Sagor Ch 6) (PHP)

Week of 11/05 **Week 11 Checklist** **1.** ____ **2.** ____ **3.** ____ **4.** ____ **5.** ____ **6.** ____ **7.**____	1. Continue data collection and analysis! 2. Read and Complete **Module #8.** (3 points) 3. Submit responses to Focus Questions #8.(AD) 4. Post changes in "My As, Cs, and Es." (PHP) 5. Redesign your DBI Project, if necessary 6. Post Professional Contribution #3 (DB) (2 points) 7. CHECKPOINT TIME AGAIN: Notify instructor through Course Mail after posting this week's changes to your PHP.
Week of 11/12 **Week 12 Checklist** **1.** ____ **2.** ____ **3.** ____ **4.** ____ **5.** ____ **6.** ____ **7.** ____	1. Continue data collection and analysis 2. Edit PHP of 1 classmate. 3. Communicate via Mail to classmate, detailing your edits. Copy your instructor in this mail exchange. 4. Review edits made to your PHP by your classmate. Modify your PHP if necessary. 5. Read and Complete **Module #9** (3 points) 6. Submit responses to Focus Questions #9 (AD) 7. Post Executive Summary (PHP) **8. Attend F2F Session #3: Action Plans** **Date: 11/16 Time: 4:00-6:00 Location: UH____**
Week of 11/19 **Week 13 Checklist** **1.** ____ **2.** ____ **3.** ____ **4.** ____	1. Post Evaluation of Web Resource #4 (DB) (2 points) 2. Post Professional Contribution #5 (DB) (2 points) 3. Complete data collection and analysis 4. Complete Case Study Responses (re: Irene, Kitty, Judy, Jake, Jose,

5. ____ **6.**____	Randy) and The ABCs of DBI (2 points) (20 points total) (AD)
Week of 11/26 **Week 14 Checklist** **1.** ____ **2.** ____ **3.** ____ **4.** ____ **5.** ____ **6.** ____	1. Post Professional Contribution #4 (DB) (2 points) 2. Post Evaluation of Web Resources #5 (DB) (2 points) 3. Read and Complete **Module #10** (3 points) 4. Submit responses to Focus Questions#10 (AD) 5. Post final edits and additions to DBI Project (PHP) 6. All Taskstream postings must be completed by 11/30/07
Week of 12/03/07 **Week 15 Checklist** **1.** ____ **2.** ____	1. **Attend F2F Session #3: CAR/DBI Professional Poster Session & Roundtable Presentations** **Date: 12/07 Time: 4:00-7:30 Location: UH____ (Refer to directions posted in Assignments and on Discussion Board.)** (15 points) 2. Complete Online Course Evaluation

End.