CALIFORNIA STATE UNIVERSITY, SAN MARCOS
College of Education, Health and Human Services
School of Education

Fall 2011 EDMS 511: Elementary Teaching and Learning 1

Fully On-line (Section 4) CRN# 41414, San Marcos Elementary School Cohort
Tuesday 9:00 AM- 3:15 PM PST (Day and time for purposes of synchronous/due dates)

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Virtual Office Hours:	Tuesday 9 AM-3:15 PM PST and by appointment

School of Education Mission Statement
The mission of the School 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. *(Adopted by COE Governance Community, October, 1997).*

Course Description
This course requires participation in public schools and other education-related contexts and is designed to work with pre-service teacher candidates to:
- Extend understanding/application of philosophies of teaching, learning and knowledge construction;
- Develop skills for meeting the learning needs of every student to become highly qualified;
- Practice effective educational planning and classroom management techniques;
- Enhance infusion of technology into teaching and learning practices.

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

Course Objectives
After completion of this course teacher candidates should know and be able to:
- Apply general learning theories and a range of pedagogical practices to both planned and executed lessons/activities;
- Address multiple perspectives and learning styles that exist in diverse educational settings;
- Develop comprehensive classroom management protocols;
- Demonstrate a variety of techniques and methods of instruction that incorporate technology.

Required Texts
Success in this course depends greatly on active reading from these two texts:

Lemov, D. (2010). *Teach Like a Champion: 49 techniques that put students on the path to college*, with DVD, Jossey-Bass, San Francisco, CA.

Turnbull, A., Turnbull, R. & Wehmeyer, M. (2010). *Exceptional Lives: Special education in Today's Schools,* with DVD, 6th Edition, Merrill, Columbus, OH.

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 a 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 districts 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. TPEs directly addressed in this course:
- TPE 6D – Engaging and supporting all learners (Exceptional Lives Peer Teaching/Ability Exam, RtI Action Plan)
- TPE 9 – Creating & managing effective instructional time (Management Plan Grid, Peer Teaching, Lesson Design Grid)

California Teacher Performance Assessment (CalTPA)
Since July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessments (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short. In order 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 at 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/coe/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 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, contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

If a student misses 20% or is late/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. Any absence without makeup will lower a course grade.**

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 Disabled 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 contact their instructor during office hours and will be assured of confidentiality.

Course Requirements
I am from…course introduction/picture upload	5 points
Course Introduction Quiz	5 points
Session Reflections/Discussion Forums (1 point each)	20 points
Topic Quizzes (1 point each)	20 points
Peer Teaching Demonstration (Brief Hybrid Workshop/Webquest, or?)	35 points
Response to Intervention Action Plan	20 points
TPA Lesson Plan Grid	35 points
Management Plan Grid	20 points
Abilities Exam	20 points
Active Engagement (timely, well developed, respectful)	20 points
Total	**200 points**

Grading Standards

All students must prepare fully for class, since class activities build upon preparatory material. Lack of preparation will impact your learning AND that of your classmates. Readings and homework assignments are listed on the dates on which they are due.

All assignments/activities are 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 more than one class session after 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. A grade will be negatively affected as a result of such errors. 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, spelling, format, uniformity of citation, etc.). All citations, where appropriate, must 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:
- Active participation in all class sessions;
- Full completion of readings/link exploration
- Excellent preparation for and quality of discussions/presentations/assignments;
- Respectful participation in all settings/with all individuals (e.g., whole group, small group, forums, emails and with classmates and instructor);
- Punctual submission of assignments.

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.

Professional Behavior

You have entered a professional program, and **your interview for a future position in a school begins now**! All interactions you have with classmates, colleagues in schools, and CSUSM faculty and staff will determine the sort of recommendation you receive in the future! Your dress, tone and demeanor should be patient, caring towards others, respectful, curious, engaged and your level of effort should be maximal! Complete each assignment as if it were determining your future as a teaching professional. The professional habits you learn here will be equally important determinants to the content you take away to your success as a teacher. Think before you act!

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, including exams. 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.

It is expected that each student will contribute equally to group projects and processes. Plagiarism, taking credit for work by others is unacceptable under any circumstances. If you are in doubt about whether your work is inappropriately 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.

There will be no tolerance for academic honesty 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.

<u>**Use of Technology**</u>:
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, multimedia/online 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 may be submitted in hard copy as well with further details provided by the instructor as needed.

<u>**Electronic Communication Protocol:**</u>
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. All received e-mails will be responded to in a timely manner, typically between the hours of 8AM and 5PM, PST.

Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and netiquette. 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. 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.

Guillaume (2010) offers some specific tips (paraphrased):
- **Be nice**. The immediacy and the lack of face-to-face contact of cyberspace seems to engender a lack of civility, especially when emotions are running high.
- **Be polite**. Remember our culture affords respect to people of higher status as a result of factors such as professional position and age. Use proper salutations (greetings) and closings in your e-communication.
- **Be patient and reasonable**. Remember that 24-hour access to your own account does not entitle you to immediate information from your recipient. Exercise reasonable expectations for responses. Similarly, refrain from treating recipients as online databases or help lines. Reserve your electronic requests for information to those items you cannot locate yourself via other channels and to questions whose answers will be brief.
- **Be quiet**. It may be best to "lurk" in a discussion forum to gain a sense of the culture before leaping in with your own contributions. Take the time to read what others have said. Make a point of linking your comments to prior contributors' thereby creating a dialogue rather than a series of comments speaking past one another.
- **Respect privacy**. Do not forward emails/addresses/comments from a person to you on to others without the permission of the sender.
- **Be careful**. Use standard grammar, punctuation, and capitalization, including upper and lower case letters, and spell check your e-communications. This is particularly true for assignments, forums, and postings, but applies to all course communications.

Things to consider before hitting "send:"
- 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 broad electronic message to avoid a more personal conversation with an individual?

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.

<u>**Assignments**</u>
Brief descriptions are offered here, with further details available for each assignment/forum/quiz/exam in the Moodle shell.

Course Introduction   **5 points**

These activities are designed not only to familiarize everyone with the course, but also to help us develop a sense of community as we move through the course together. Don't forget there are two parts: I am from…poem and posting a head shot that will help us recognize you beyond your e-presence. Please keep all photos professional and appropriate.

Course Introduction Quiz   **5 points**
You will be able to take the quiz three times to pass, and you should not have trouble with it if you have completed all course introduction activities. The information in the introduction is critical to your success in the course. Hence the quiz!

Management Plan Grid   **20 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 demonstrate how you will apply your principles. Each strategy will also include a rationale detailing how your strategies illustrate 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 student/parent newsletter detailing your classroom rules, policies, procedures, etc.

Peer Teaching Demonstration   **35 points**
You will have the opportunity to facilitate a lesson on an assigned reading from either *Teach Like a Champion* or *Exceptional Lives* during one class session. You will work with a partner to prepare a 15-20 minute learning activity about the reading, followed by a reflective debriefing and answering questions. The activity should engage the class and focus on application of the materials to teaching practice in a meaningful way. Two online formats (Brief Hybrid Workshops and Ability Webquest) are offered as default formats, but you are encouraged to explore alternative technology that follows the same assignment parameters. Each lesson must contain an assessment to determine if classmates have accomplished your student learning outcomes. At the end of the lesson plan submit two potential exam questions as well, that may be compiled along with others in an end of course "abilities exam" described below.

Session Reflections and Discussion Forums   **20 points**
Throughout the course you are required to submit session reflections and discussion forums dealing with a variety of relevant course topics, each worth one 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 since your voice is an important part of the course curriculum. You will also need to read prior contributions and connect them to your unique one. It is not sufficient to say, "I agree with these two entries," instead build on earlier thoughts, or contrast your perspective with theirs, or offer a different angle on a topic.

Topic Quizzes   **20 points**
These quizzes are designed as an incentive to complete the readings and topic activities, since they are such an important part of the course content. For each quiz you will have three tries, but the questions will be shuffled. The best way to do well is to complete all readings/forums/activities before you take the quiz!

TPA II Lesson Design Grid   **35 points**
At the outset of this course you will begin work that will help you complete Teacher Performance Assessment II. You will revisit the Lesson Design Grid and edit it throughout the class. Your work will be conducted in small grade level groups of 3-4 students, although each of you will work on a unique part of the same standard. Each student will be required to submit an individual unique plan by the end of the course, but the lessons may be related to those of your group.

Response to Intervention Documentation Action Plan   **25 points**
In this assignment you will develop a way to monitor student progress as part of the RTI process. The RTI process involves carefully documenting the adaptations and modifications that we as educators try to improve student learning, and thereby determine the resulting impact or lack thereof on academic achievement of students. 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 based on their likelihood of being effective to ensure each student achieves academically to the best of their ability. Students will develop an action plan that demonstrates knowledge of and skill with the entire RTI process.

Abilities Exam   **15 points**
Throughout the course you will experience Peer Teaching lessons about the various disabling conditions that have been identified and how best to respond as a teacher to maximize student learning. This is an opportunity to show what you have learned throughout the course. An "abilities matrix" has been provided as an additional tool to help review for the exam.

Active Engagement   **20 points**
Students will be graded on the level and quality of participation in this course. Students are expected to behave in a professional manner, be fully present, prepared for class, and submit all assignments/posts in a timely manner. Similarly,

when contributing to class, students must demonstrate that their contributions are connected to those of other students rather than pronouncements into the ether! Active engagement requires that students approach the instructor, school personnel, and classmates and colleagues in a respectful manner that emphasizes problem solving. Your full attendance means you are not distracted when participating either asynchronously or synchronously. As a rule, cell phones should be turned off or to the vibrate mode while working on class projects and responding to class forums or peer teaching. It is expected that all students will avoid recreational use of computers, tending to personal matters, or interrupting the flow of the online environment when logged in. Of course, participation all includes the extent, timeliness, and quality of participation in class discussions.

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 all assignments in Word, 12 font, using Times New Roman unless in non-text formats as appropriate.

Tentative Course Schedule

Date	Topic	Readings & Assignments Due
1 08/30	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 09/13	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 09/20	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.

4 09/27	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 10/04	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 10/11	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.

7 10/18	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 10/25	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.