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

Fall 2011 EDMS 511B: Elementary Teaching and Learning 1

Fully On-line CRN# 41878, ICP Cohort Z
Monday 13:00 - 15:45 PM PST (Day and time for purposes of synchronous/due dates**)**

Professor: Robin D. Marion, Ph.D.
E-Mail: rmarion@csusm.edu
Virtual Office Hours: Monday 1300-15:45 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 MyEducationLab supplement, 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
<u>**Teacher Performance Expectation (TPE) Competencies**</u>
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 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 (Teach Like a Champion and Exceptional Lives Peer Teaching, Strategies and Abilities Exam, RtI Action Plan)
- TPE 9 – Creating & managing effective instructional time (Management Plan Grid, Peer Teaching, Lesson Design Grid)

<u>**California Teacher Performance Assessment (CalTPA)**</u>
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. 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/education/CalTPA/CalTPA.html

<u>**School of Education Attendance Policy**</u>
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.

Above is the basic attendance policy for the School of Education, however **in an online environment such as the one for this course, all sessions must be completed. Speak with the instructor ahead of time for extenuating circumstances that may extend due dates.**

<u>**Students with Disabilities Requiring Reasonable Accommodations**</u>
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 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 contact their instructor during office hours and will be assured of confidentiality.

<u>**Grading Standards**</u>
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/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 and be punctuated with quotes. This policy extends to group work as 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 also be submitted in hard copy with further details provided by the instructor as needed.

This course will be conducted entirely online. Tutorials are available under the "Student Resources" section of the Cougar Courses login page for each feature of the Moodle shell, and the Student Help Desk is available for any challenges with technology working appropriately. For students without compatible software or hardware capabilities, course sessions may be completed in CSUSM campus computer labs. Each student will be required to teach a lesson in the online environment, and there are numerous options and formats for the lesson that will be supported by the IT staff on campus.

<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 greetings and closings.
- **Be patient and reasonable**. All the time access to Moodle does not entitle you to immediate response. Refrain from treating others as online databases or help lines. Reserve your electronic requests for information you cannot locate yourself. A good general policy is to first check for the answer yourself, then ask three classmates, then ask the instructor, aka "Ask three before me." Use the course commons to communicate general questions and anyone is welcome to respond.
- **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 that one person sent 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 conversation with an individual?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author directly in order to correct any confusion.

<u>**Course Requirements**</u>

I am from…course introduction/picture upload	5 points
Course Introduction Quiz	5 points
Session Reflections (1 point each)	15 points
Discussion Forums/Choice questions (1 point each)	15 points
Peer Teaching Demonstration (Brief Hybrid Workshop/Webquest, debrief)	35 points
Response to Intervention Action Plan	25 points
TPA Lesson Plan Grid	35 points
Management Plan Grid	25 points
Techniques/Abilities Exam	20 points
Active Engagement (timely, well developed, respectful)	20 points
Total	**200 points**

<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. Please keep all photos professional and appropriate.

Course Introduction Quiz   **5 points**
You will be able to take the quiz three times to pass. The information in the introduction is critical to your success in the course. Hence the quiz!

Session Reflections   **15 points**
Throughout the course you are required to submit session reflections on relevant course topics, each worth one point toward your grade. The directions for completing each of these entries are written into the session reflection assignment. Be sure to complete the reflections on time since your voice is an important part of the instructor's direction in the course curriculum.

Discussion Forums   **15 points**
During the course you are required to submit entries to discussion forums, some of which involve attaching a sample document for analysis. These often form the basis of our conversations about the course topic, so be sure to turn them in by the deadlines, sometimes early in the session so that we can process them in a later portion of the session. **Watch days and times carefully to be certain to respond promptly!** The best entries will refer to readings/session activities/lessons when appropriate. In order to receive full credit, you will also need to read contributions by other students and connect at a minimum two of them to your unique one. It is not sufficient to say, "I agree with these two entries," instead build on the thoughts of others, or contrast your perspective with theirs, or offer a different angle on a topic. The strongest forum entries will connect to more than two other entries.

Peer Teaching Demonstration   **35 points**
Each of you will facilitate a lesson on an assigned reading from either *Teach Like a Champion*, *Exceptional Lives* or one of two other topics during one class session. You will work with a partner to prepare a 15-20 minute online learning activity about the reading, followed by a reflective debriefing and answering questions. Debriefing forums will be set up for this purpose, but there are other ways to debrief. If you choose another means, please obtain instructor approval when submitting the lesson plan one week prior to the peer teaching. The activity should engage the class and focus on application of the readings to teaching practice in a meaningful way. Two online formats (Brief Hybrid Workshops and

Ability Webquest) are offered as defaults, but you are encouraged to explore alternative technologies. A simple lesson plan will be turned in for approval one week prior to each lesson, and a final version turned in after the peer teaching that will include a post reflection scoring your level and quality of collaboration, along with that of your partner. Each lesson must contain an assessment to determine if classmates have accomplished the student learning outcomes. At the end of the lesson plan submit two potential exam questions that may be part of an end of course "techniques and abilities exam" described below. See the assignment description for more details.

Response to Intervention Action Plan   **25 points**
In this assignment you will develop an action plan that demonstrates knowledge of, and skill with, the entire RTI process. This process involves carefully documenting the interventions that teachers use to improve student learning. It is not enough to plan for varied learning needs, teachers need to follow up to be sure strategies have resulted in academic achievement, and if not, try interventions that have been demonstrated to be more effective.

TPA II Lesson Design Grid   **35 points**
At the outset of this course you will begin work that is practice for completion of Teacher Performance Assessment II. You will revisit the Lesson Design Grid over several sessions and edit it throughout the first half of the class. Your work will be conducted in small grade level groups of 3-4 students. Each student will be required to submit an individual plan, but the lessons may be related to those of your group. Each group member will be asked to grade their own level and quality of collaboration in the group, as well as that of others. It is a support group and each member should both ask for feedback and offer other group members ideas, a sounding board, and a critical eye to improve the lessons.

Management Plan Grid   **25 points**
In this activity you will fill in a classroom management grid as directed in the detailed assignment. 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.

Techniques/Abilities Exam   **20 points**
Throughout the course you will experience Peer Teaching lessons about the various techniques to put students on the path to college (TLC readings) as well as accommodations for disabling conditions (EL readings) and two other course topics. This exam is an opportunity to show what you have learned through careful participation in those peer teachings. The best means of studying is active engagement with all peer-teaching activities, careful reading, and some studying before the exam. An abilities matrix, topical course links, and instructor combovers have been provided as additional tools to help review.

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, classmates and colleagues in a respectful manner that takes a problem-solving stance. Your full participation means you are not distracted when in the course shell, either asynchronously or synchronously. It is expected that all students will avoid recreational use of technology, tending to personal matters, or interrupting the flow of the online environment when logged in. Participation measures the extent, timeliness, and quality of participation in all elements of the course, including quality of collaboration in group projects. Participation in the course will be tracked electronically as well as through contributions/assignments/professional tone in all communication.

Electronic Submission 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 submission, as the work you do is essential to the discussions conducted in this course. Make sure you turn in all assignments in Word compatibility mode, 12 font, using Times New Roman unless in non-text formats as appropriate.

Success in an online environment

Participation in an online environment is different than in a face-to-face setting. A bit of extra effort is required to feel a part of the community. In addition to course design elements purposefully created to build community, your going the extra mile to put in the time, energy, and enthusiastic engagement will make the difference between a truly interactive environment and interfacing with a lighted screen. Here are some tips to assure your success and that you feel a part of the course energy:

➢ **Due dates and times** matter since many of our course sessions rely on classmate responses/teaching/contributions. Watch each activity/assignment and follow the date and times closely to help create our interactive environment.
➢ Complete **all readings** prior to engaging in the activities, and complete all activities as indicated prior to engaging in conversations.
➢ Activities are purposefully arranged to build upon one another, so **complete them in order** as much as possible.
➢ If you enter a forum early, and are one of the first to post, you need to circle back and read other entries and weigh in to connect your post to at least two others. The **forums are designed to be a conversation**, much as we would have face to face, not a serial monologue.
➢ Group assignments will **require some coordination**. Take the time to communicate with group members to support/advise/serve as a **critical friend** to one another. Be a responsible, dependable group member.
➢ Be **patient, supportive, positive, and professional** with all online communications. Behave as you would in a formal, professional setting rather than at home knocking back a drink with friends.
➢ **Communicate questions/comments with a plan** to solve issues. Whether concerns about the time it is taking to complete course activities, or frustration over the lack of response from a group member, think about how you would handle the situation professionally. Teachers are role models for children, and we need to think before we act impulsively with others.
➢ Plan to **spend the same amount of time in the online environment** you would in a face-to-face course. Typically there are two hours of work for every one hour of class. Some of the work time has been built into class time, but you will need to spend at least the class time hours and some additional hours to complete all sessions.
➢ The **initial course sessions are heavier** in time commitment than the later ones. Rest assured that we know it is front loaded, but you need the lesson planning basics to complete assignments in this course and others. **Breathe in, breathe out.** We are here to support you.
➢ **Enter the online environment with curiosity and openness** to explore. There will be challenges for those who have never taken an online course, but if you give the process a chance, and take the time to adjust, we believe you will ultimately learn a tremendous amount, and embrace the environment.

Tentative Course Schedule
(Later course sessions may be modified based on performance in earlier sessions)
EL=Exceptional Lives and TLC=Teach Like A Champion

Aug 29	Course Introduction	Read EL Foreward Matter/Ch 2
Session 1	Deciding what to teach Elements of lesson design	Cohort introduction Choice question
		Class job signup

		Lesson Design Grid sign up Transitions signup Peer Teaching Group signup Course introduction quiz Deconstruct standard assignment Session reflection 1 Complete all other session readings / activities
Sept 6 Session 2 (Monday holiday – move due dates to Tuesday	Transitions Planning that ensures academic achievement Peer Teaching assignment Lesson Design Workshop	Read TLC Foreward Matter/Ch 2 Forum – What is a transition? Forum – Classroom arrangement Choice questions I/II Session Reflection 2 Complete all other session readings / activities
Sept 12 Session 3	Lesson Planning – Getting to know students / learning needs / differentiation Introduction to Assessment Lesson Design Workshop	Forum – Learning inventory Forum – Differentiation Session reflection 3 Complete all other session readings / activities Draft of Lesson Design Grid Due
Sept 19 Session 4	Peer Led Transition to Session 4 Peer Teaching: Setting high expectations Understanding learning needs of children who are Gifted /Talented Lesson Design Workshop	Read TLC Ch 1 Read EL Ch 16 Peer teaching lessons Reflect/debrief/combover Session reflection 4 Complete all other session readings / activities
Sept 26 Session 5	Conceptions of knowledge / understanding Lesson Design Workshop Story of Practice Blog Classroom management	Forum – What does it mean to know? Forum – Management analysis Session reflection 5 Complete all other session readings / activities
Oct 3 Session 6	Peer led transition to Session 6 Peer teaching: Structuring and delivering lessons Understanding students w/AD/HD Lesson design workshop	Read TLC Ch. 3 Read EL Ch. 8 Forum – Instructional strategy Peer teaching lessons Reflect/debrief/combover Session reflection 6 Complete all other session readings / activities

Oct 10 Session 7	Backward Design Forms of assessment Elements of quality assessment	Forum – Assessment sample/reflection Forum – Quality assessment Session reflection 7 Complete all other session readings / activities
Oct 17 Session 8	Peer led transition to session 8 Peer teaching: Engaging students in lessons Understanding students with learning disabilities Lesson design workshop	Read TLC Ch 4 Read EL Ch 5 Peer teaching lessons Reflect/debrief/combover Session reflection 8 Complete all other session readings / activities
Oct 24 Session 9	Tracking progress Evidence of achievement Recordkeeping	Forum – Recordkeeping example/reflection Session reflection 9 Complete all other session readings / activities Lesson Design Grid due
Oct 31 Session 10	Peer led transition to session 10 Peer Teaching: RTI as a function of general ed Issues and Responses to culturally diverse schools	Read RTI materials in Moodle Read EL Ch 3 Forum – RTI and alternatives Peer teaching lessons Reflect/debrief/combover Session reflection 10 Complete all other session readings/activities
Nov 7 Session 11	Managing student/teacher stress School/Community engagement	Forum – Reducing stress to increase learning Forum – Service learning example/reflection Session reflection 11 RTI Action Plan due Complete all other session readings / activities
Nov 14 Session 12	Peer led transition to session 12 Peer Teaching: Setting and maintaining high behavioral expectations Understanding students with emotional/behavioral disorders	Read TLC Ch 6 Read EL Ch 7 Forum – Stories of behavioral expectations Peer teaching lessons Reflect/debrief/combover Session reflection 12 Complete all other session readings / activities
Nov 21 Session 13	Examining classroom context	Forum – Dimensions of classroom dynamics Forum – Classroom challenges / Teacher candidate

	Preparing for 1st days of school / placement etiquette	case studies Session reflection 13 Complete all other session readings / activities Management Plan due
Nov 28 Session 14	Peer led transition to session 14 Peer teaching: Creating a strong classroom culture Understanding students w/Autism	Read TLC Ch 5 Read EL Ch 11 Peer teaching lessons Reflect/debrief/combover Session reflection 14 Complete all other session readings / activities
Dec 5 Session 15	School context Celebrating Difference Completing Course expectations, ask for a participation grade	Forum – School context inquiry Forum – Reflections on difference Techniques/Abilities exam Session reflection 15 Complete all other session readings / activities
Dec 12 Session 16	Peer led transition to session 16 Peer teaching: Understanding students with physical disabilities and other health impairments Teacher as professional	Read EL Ch 12 Explore for resources Forum – Beyond school: staying current Peer teaching lessons Reflect/debrief/combover Session reflection 16 Complete all other session readings / activities