

**EDMX 511: Elementary Teaching and Learning for Educational Specialists**

FALL 2011 · sec 01 · crn 41713 · 3 units

Eight consecutive Thursdays: 9/1 – 10/ 20

Meeting Location: Twin Oaks Valley Elementary School, Room 37

Professor: Leslie Mauerman, M.S.Ed.  
Email: [lmauerma@csusm.edu](mailto:lmauerma@csusm.edu)

Office/ Hours: UH 456; one hour after class or by appointment  
Phone: Cell, urgent : 760-846-0401 Office voicemail : 760-750-8528

**Mission Statement of the College of Education, CSUSM**

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. (*Adopted by SOE Governance Community, Oct 1997*).

**Course Description Elementary Teaching and Learning I**

This course provides an introduction to psychology of learning and instruction: applications of learning theories to educational practice; and 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 College 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.

*This course is aligned with California's SB 2042 Credential Standards.*

**Prerequisite:** Admission to the Program and Consent of Program Coordinator.

**Course Objectives**

The purposes of this course are threefold:

- to expand pre-service candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance pre-service candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

**Required Texts** [*Note: all textbooks will be used throughout the program – save them!*]

·Hardman, M., Drew, C. & Egan, M. (2011). *Human exceptionality: school, community and family*, 10<sup>th</sup> ed. Wadsworth/Cengage Learning, Belmont,

·Snell, M. & Brown, F. (2011). *Instruction of children with severe disabilities*, Pearson Education, New Jersey

·Thousand, J., Villa, R.A. & Nevin, A., (2007). *Differentiating instruction: Collaboratively planning and teaching for universally designed learning*. Corwin, Thousand Oaks, CA

·Rosenberg, M., O'Shea, L. & O'Shea, D. (2006). *Student teacher to master teacher: a practical guide for educating students with special needs*. (4th Ed.) Upper Saddle River, NJ: Pearson, Merrill, Prentice.

·Villa, R.A. & Thousand, J.S. (2011). *RTI: Co-teaching & Differentiated Instruction*. Port Chester, NY, National Professional Resources, Inc.

·Schmocker, M. (2011) *Focus: Elevating the essentials to radically improve student learning*. Alexandria, VA, ACSD [[Excerpts in CC Course; not available for purchase]]

·Consistent Internet access and capability in CSUSM Cougar Courses online companion course.

## Recommended Texts

- Lemov, D. (2010). *Teach like a champion: 45 techniques that put students on the path to college*. Jossey-Bass, San Francisco, CA
- Marzano, Robert J. (2003). *Classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Villa, R. A. & Thousand, J. S. (2005). *Creating an inclusive school* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. **Available as a free e-book online at this site:**  
<http://pac.csusm.edu/search~S5?/atominson/atominson/1%2C27%2C52%2CB/frameset&FF=atominson+carol+a&1%2C%2C8>.
- McCarney, S. B., & Wunderlich, K. C., (2009). *Pre-referral intervention management* (3<sup>rd</sup> ed.). Mt. Laurel, NJ: Hawthorne Publishing.

## Books Worth Adding to the Library of an Educator

- Borich, Gary D. (1999). *Observation Skills for Effective Teaching*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall
- Rethinking Schools. (1994). *Rethinking Our Classrooms*, Volume 1. (ROC)
- Villa, R., and Thousand, J. (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development
- Gardner, Howard. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books.
- Gruwell, Erin. (1999). *The Freedom Writers Diary*. Doubleday.
- Kohn, Alfie. (1996). *Beyond Discipline: From Compliance to Community*. Association for Supervision and Curriculum Development.
- Marzano, Robert J. (2000) *Transforming Classroom Grading*. Association for Supervision & Curriculum Development.
- Pipher, Mary. (1995). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. Ballantine Books.
- Pollack, William S. and Mary Pipher. (1999) *Real Boys: Rescuing Our Sons from the Myths of Boyhood*. Owl Books.
- Rose, Mike. (1996). *Possible Lives*. Penguin.
- Fried, Robert L. (1995). *The Passionate Teacher*. Boston, MA: Beacon Press
- Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom*. (2<sup>nd</sup> ed.). Rocklin, CA: Prima Publishing.

## Course Requirements

Since this course has as supplemental online component, the actual assignments, forms, readings and all materials required to complete the assignments are available in the Cougar Courses for registered students, and can be found in this online course.

Additional CSUSM requirements in the Concurrent Educational Specialist Program:

**Use “Person-first” language** throughout all written and oral assignments and class discussions (e.g., “Student with Down Syndrome” rather than “Down syndrome student;” “Johnny who has autism” rather than “My autistic student”).

Refer to this commentary for further details: [www.kencrest.org/cms/files/PeopleFirst\\_PA\\_ID4307.pdf](http://www.kencrest.org/cms/files/PeopleFirst_PA_ID4307.pdf)

*The difference between the right word and the almost right word is the difference between lightning and the lightning bug.” -Mark Twain*

- Assignments are to be posted on the dates on which they are due, even if this is not a part of the class activity for the day.
- If you have extraordinary circumstances that impact completion of your assignments, advise the instructor in advance, or in any case, as soon as possible.
  - Any time you have questions or concerns, please contact the instructor via university email immediately.
  - All required work is expected to be completed even if it is not on time.
  - Unless **prior** instructor approval is secured, assignments are not accepted four days after due date. Due dates are REAL.
  - Exceptions will be handled on a case-by-case basis, at the discretion of the instructor.

**Proofread!** It is expected that students will proofread and edit assignments prior to submission. Students will ensure their writing is error-free (grammar, syntax, spelling), and ideas are logically and concisely presented. Assignment score will be affected as a result of any oversight.. Keep a copy of all of your work. You will want these copies for your records and for potential future use as professional portfolio entries.

## Candidate Learning Outcomes

This course is designed with both content and competence Standards in mind. Candidates will develop a Lesson Design to be used in future coursework. The course includes content standards, assessment, student activities, and instructional strategies with differentiation for English Learners, students with a full spectrum of special needs. Candidates will:

1. Develop skills in employing task analysis and concept analysis to identify learning objectives.
2. Demonstrate competency in writing objectives in cognitive, affective, and psychomotor domains.
3. Develop knowledge of typical human development
4. Develop skills in focusing student attention on the objective, in engaging learners, summarizing new learning.
5. Develop knowledge of the needs of students with both mild/moderate and severe disabling conditions
6. Employ a universal design approach to design two lesson plans that address individual learning needs of students with disabilities, and develop skills in monitoring and adjusting instruction.
7. Deliver and evaluate a direct instruction mini-lesson.
8. Actively participate in identifying elements of effective instruction.
9. Role play a Student Assistance Team (Student Success/Study Team) process and the role of classroom teachers
10. Understand classroom management strategies, with emphasis on diverse learners.
11. Practice and respond to Observation of elementary students-focused observation of children as teachers

### EDMX 511 Assignment Overview

Assignment	Point Value
Attendance, Participation, Professionalism	10
Daily Tutoring Reflection Journal (8 weeks@1 pt ea)	8
Elements of Instruction Identification/Practice	5
Reading Reflections (6 weeks@ 2pts ea)	12
Differentiated Universal Lesson Design	15
Reflection Pos. Lrning Environment/ RTI	5
Guided Observation/Human Development	10
Pairs Mini-Lesson Presentation/ First Day Ready	20
Student Study/Assistance Team SST/SAT	15
	100

**Note: assignments are due whether or not a candidate is present in class that session. All assignments due in assignment portal of the Cougar Course companion website at 11:39 pm on due date posted here.**

**See final page of syllabus for detailed Course Schedule & Calendar, plus Standards-aligned Scope & Sequence**

#### General Grading Scale

A = 95-100	B+ = 87-89	C+ = 77-79	D = 60-69	F = 59 or lower.
A- = 90-94	B = 83-86	C = 73-76		
	B- = 80-82	C- = 70-72		

**If you do not earn a C+ or higher in this course,- you must repeat the course in order to earn your credential.**

While this syllabus is carefully planned, it may be modified at any time in response to the needs and in the best interests of the class.

#### Grading Standards

All candidates will be prepared to attend class; readings and homework assignments are listed on the dates on which they are due. All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B" each week after that will drop 10% of possible points). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

All candidates will use New Times Roman, 12 font and use 1.5 spacing for written work. It is expected that candidates will proofread and edit their assignments prior to submission. Candidates will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment grade will be negatively affected as a result of this oversight. All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual (6<sup>th</sup> ed.) for citation guidance at [www.apa.org](http://www.apa.org) or <http://owl.english.purdue.edu/owl/resource/560/01/>. Keep a copy of all of your work. You will want these copies for your records and for potential future use as professional portfolio entries.

#### Professional Demeanor

Students will emulate, adopt and practice behaviors that are expected of those who are already practicing in the education profession, including grooming, attire, decorum, collegiality, mutual respect and appropriate courtesy. Grading will be affected a full 10 points by professional demeanor. Candidates will at all times conduct themselves in ways that are better-than-average in comparison to others entering the education profession. This includes, but is not limited to:

1. Punctuality, full alertness, participation and attendance for all class sessions;
2. Preparation and timely submission of assignments
3. 'Tech respect': No cell phone use, texting, or email during class; cell phones will be placed on top of group tables if this becomes an issue.
4. Demonstration of respectful, positive interpersonal communication and participation with classmates, instructors, and school personnel in all settings (e.g., whole group, small group, in/outside class)
5. Carefully considered, culturally aware approaches to solution-finding; no subterfuge of any kind.
6. Classroom Decorum: Points will be deducted for candidates correcting their own student's work during class time or for completing course assignments during class sessions. (Sounds incredible, but it happens!)
7. Select a class "buddy" to ensure you receive information if you absolutely must miss all/part of a class. Keep contact info with you to call in case of last minute changes!

### **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)*

### **Teaching Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential.

This course is designed to help candidates 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.

### **California Teaching Performance Assessments (CalTPAs)**

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teaching performance assessment (TPAs), 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 candidates' successful completion of the TPAs, a series of informational seminars are offered over the course of the program. TPA-related questions and logistical concerns are addressed during the seminars. Candidates' attendance to TPA seminars will greatly contribute to their success on the assessments. Additionally, SOE courses use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure candidates' success on the TPA, and more importantly, in the candidates' credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website provided at the website provided: <http://www.csusm.edu/education/CalTPA/CalTPA.html>

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or they may not receive a passing grade for the course, at the discretion of the instructor. **Individual Instructors may adopt more stringent attendance requirements.** If candidates miss two class sessions, they may not be able to receive a grade higher than a "C," or if late or leave early for more than three sessions, the highest possible grade earned will be a "C." For any combination of these, candidates will not receive a grade higher than a C. If candidates miss class in which group work is conducted, they will have 5 points deducted from their grade on that project. Should a candidate have extenuating circumstances, s/he must contact the instructor as soon as possible. *(Adopted by the COE Governance, Dec, 1997).*

### **Candidates with Disabilities Requiring Reasonable Accommodations**

Candidates 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. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor privately to ensure confidentiality.

### **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. This will be met through written reactions and reflections related to assigned readings/assignments.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor possesses 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 dishonesty will be reported to the program coordinator, Dean and Associate Dean of the School of Education and to the Dean of Students for the University and may result in expulsion from the program and the university.*

### **Plagiarism**

As an educator, it is expected that each candidate 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 or the course instructor.

### **Use of Technology**

**For EDMX 511, prior to the first day of class, please review the 10 Core Rules of Netiquette, found at this website:** <http://www.albion.com/netiquette/corerules.html> **Be prepared for a quiz.**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, 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 provided in class on an assignment-by-assignment basis.

### **Electronic Communication Protocol**

Electronic correspondences are a part of your professional interactions. If you need to contact the instructor, e-mail is often the most effective means 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 communicates more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages sent to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages must be crafted with professionalism; this is an academic setting.

Things to consider when crafting an email, facebook or twitter message:

- Would I say in person what this electronic message specifically says?
- Are there ways in which this message could 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 speak with the author in person in order to correct any confusion. Do NOT “triangulate” – that is, speak about an email concern with a third party, ever.

**Full calendar and assignment detail available on first day of class**