CALIFORNIA STATE UNIVERSITY SAN MARCOS
SCHOOL OF EDUCATION

EDMX 511: Elementary Teaching and Learning I for Educational Specialists

FALL 2012 – Section 01 -- 3 units
Meets eight Consecutive Mondays, except Labor Day: August 27—October 22
Twin Oaks Elementary School, Room 37; from 7:15 am – 3:15 pm; two class sessions per meeting day

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Mission Statement of the School of Education

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 SOE Governance Community, Oct 1997).*

Course Description

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 School of Education as stated above. Primarily focuses on developing a preliminary understanding of learning theory and instructional practice in technology integrated and inclusive elementary classrooms. *Enrollment restriction: Admission to the Education Specialist Credential Program and consent of Special Education Program Coordinator*

Required Texts *[Note: All textbooks will be used in other Education Specialist Credential Courses]*

Hardman, M., Drew, C. & Egan, M. (2011). *Human exceptionality: School, community and family (*10th Ed.). Belmont, CA: Wadsworth Cengage Learning.

Snell, M., & Brown, F. (2011*). Instruction of children with severe disabilities*. Upper Saddle River, NJ: Pearson Education, Inc.

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 Hall.

Villa, R.A., & Thousand, J.S. (2011). *RTI: Co-teaching & Differentiated Instruction* [Trifold]. Port Chester, NY: National Professional Resources, Inc. [Available the first meeting day for lower price by author-bring checkbook]

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

Additional Materials & Supplies

Dependable Laptop computer for daily use
Two inch 3 Ring Binder, 16 plastic divider pages, clear page protector sheets
Portable USB digital storage device

Recommended Texts

Lemov, D. (2010). *Teach like a champion: 45 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass. [*This text will be required in EDMX 512*]

Marzano, Robert J. (2003). *Classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

McCarney, S. B., & Wunderlich, K. C. (2009). *Pre-referral intervention management* (3rd Ed.). Mt. Laurel, NJ: Hawthorne Publishing.

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?/atomlinson/atomlinson/1%2C27%2C52%2CB/frameset&FF=atomlinson+carol+a&1%2C%2C8]

Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school* (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development. [Many candidates already own this text from prerequisite coursework]

Learning Outcomes, TPEs, TPAs, and Authorization to Teach English Learners

Learner Outcomes
Education Specialist Credential candidates learn and apply understandings of philosophies and methods of teaching and learning, methods for infusing technology into the curriculum, and key concepts and procedures for differentiating instruction for all students including students learning English and those with specialized educational needs. 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.

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

Teacher Performance Expectations (TPEs) Competencies
The course objectives, assignments, and assessments have been aligned with the CCTC 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 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.

Candidates are required to address the TPEs with emphasis upon:

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

California Teacher Performance Assessments (CalTPAs)
Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM, this assessment system is called the CalTPA, or the TPA for short.

To assist 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 at TPA seminars will greatly contribute to their success on the assessment. Additionally, classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs), in order to support and ensure each candidate's success on the TPA and, more importantly, in the candidate's credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the School of Education website: http://www.csusm.edu/education/CalTPA/CalTPA.html This information is updated and revised each semester.

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 2002)*

Administrative Requirements and Policies

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 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

If a candidate misses 20% of class time or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C." You must earn a C+ or better to continue in the credential program. Notification of absences does not automatically excuse a candidate from class. It is the responsibility of the candidate to meet with the instructor and discuss potential make up of class time or assignments. Candidates should not assume that class time and all assignments or activities can be made up, as some are not easily replicated outside of the collaborative class environment.

Students (Candidates) with Disabilities Requiring Reasonable Accommodations
Students (Candidates) 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 Suite 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement
In keeping with the 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.

CSUSM Academic Honesty Policy
"Candidates 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.

Candidates 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 candidate 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 of the university. Sanctions at the University level may include suspension or expulsion from 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.

Use of Technology
Candidates are expected to demonstrate competency in the use of various forms of technology (e.g., word processing, electronic mail, Moodle, use of the Internet, multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Candidates are expected to keep a digital copy of all assignments for use in their teaching portfolio.

Electronic Submissions of Assignments
This course is essentially paperless. All assignments are to be submitted to the online companion course (a.k.a. Cougar Course) on time. Points will be deducted for late submissions, as the work candidates do is essential to the discussions conducted in this course. Submit all assignments in Microsoft Word 12-point, Times New Roman font.

Electronic Communication Protocol
Electronic correspondence is a part of each candidate's professional interaction. When candidates need to contact the instructor, email is always the best method to do so. The instructor will make every attempt to respond to all received emails in a timely manner. Please be reminded that email and online 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, containing major typos or slang often communicate more than the sender originally intended.
With that said, please be mindful of all email and online discussion messages sent to colleagues, faculty members in the School of Education, or to persons within the greater educational community. All electronic messages need to be crafted with professionalism and care.

For this particular course, an online Netiquette assignment is attached to this important teaching disposition. Please read this and be prepared for a quiz in the first week course module. http://www.albion.com/netiquette/corerules.html

Things to consider when composing a digital message:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if a concern arises with an electronic message sent, please speak directly with the author in person in order to correct any confusion and to avoid triangulation.

Additional Concurrent Program Course Requirements

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

Professional Dispositions and Classroom Demeanors

Professional Dispositions for each candidate are now assessed by all instructors in each cohort in the School of Education. This course includes an assessment assignment to meet this requirement.

Candidates will conduct themselves at all times in ways that are expected of those who are in the education profession. This includes, but is not limited to:

- Punctuality, full alertness, participation and attendance for all class sessions;
- Preparation and timely submission of assignments
- '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.
- 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 of class at all times.)
- Carefully considered, culturally aware approaches to solution-finding; no subterfuge of any kind.
- Classroom Decorum: Points will be deducted for candidates who correct their own student work during class time or for completing course assignments during class sessions. (Sounds incredible, but it happens!)
- Select a class "buddy" to ensure you receive information if you absolutely must miss all/part of a class. Keep buddy contact info with you to call in case of last minute changes!

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 Times New 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 (6th ed.) for citation guidance at www.apa.org or http://owl.english.purdue.edu/owl/resource/560/01/. **Keep a copy of all work. Candidates will want these copies for records and for potential future use as professional portfolio entries.**

General SoE 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 remain in the program and 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 as a whole.

EDMX 511 Assignment Overview List & Point Value

Assignment	Point Value
Weekly Tutoring Reflection Journal (8 weeks@1 pt. each)—Individual	8
Reading Reflections (6 weeks@ 2pts each)—Individual	12
Elements of Instruction, Taxonomies, Domains, Objectives Poster—Group	8
Positive & Healthy Learning Environment—Group	5
Guided Observation/Human Development Dual Assignment—Group	5
Universal Design Differentiated Lesson Plan—Pairs	15
Four week Unit Plan—Group Project	15
Exceptional Characteristics Matrix—Group	10
Student Study/Assistance Team SST/SAT—Group	10
Participation, Attendance, Professional Dispositions—Individual	12

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 11:59 pm on due date posted in course schedule.

Assignment Descriptions
 Detailed instructions, rubrics and assignment portals are posted in the online companion Cougar Course

Weekly Tutoring Reflection Journal (8 weeks@1 pt ea)   **8 points**
During the first week of class candidates receive instruction regarding the process of reflective Journaling. These details are found in the PPT lecture posted in the companion web course. The importance of intentional reflective journaling and personal feedback is pivotal in the professional development process, and this is the purpose of the activity **:** Teacher candidates will be able to identify and write about observed activities or experiences, name specific elements of Instruction, differentiation, classroom management strategies, instructional devices, classroom climate, and so forth. Candidates will then be able to analyze and synthesize the observation/experience with increasing skill and awareness. Standards addressed: # 1, #4, #5, #8, #10, and #11

Reading Reflections (6 written reflections, 2 pts each)   **12 points**

Candidates provide written responses to questions regarding readings so as to be prepared for in-class discussion and group activity. Responses are written outside of class time and are due on the days indicated on the class schedule by midnight, submitted digitally into the companion course. Reading reflection writing prompts are provided in the CC companion class and are specific to the reading. Each reflection is worth 2 points.

Teacher candidates will be able to respond to assigned selected reading relevant to class discussion and the teaching profession as a whole. Topics of reading reflection assignments are aligned with program standards and course elements as follows: RR #1: Elements of Instruction, Taxonomies, Objectives; RR #2: Learning Styles, Direct Instruction, Task Analysis, Concept Analysis; RR #3: Diversity in the classroom, Typical and Atypical Human Development; RR #4: Effective Lesson Delivery for all students; RR #5: Inclusion, Collaboration, Co-Teaching; RR #6: Key Concepts Review/Assessment

Elements of Instruction, Taxonomies & Domains, Objectives   **8 points**

Candidates provide written responses to readings, lecture and media regarding the elements of instruction identification activity. Table group activity create poster for active learning/classroom posting, then submit written assignment to online assignment portal. Teacher candidates will be able to identify, differentiate between each of the elements of instruction, as well as provide an example of each aspect of the instructional process. Students will be able to demonstrate why each element plays a key role in the learning process. Standards addressed: #2, #4, #5, #8, #10

Positive and Healthy Learning Environment   **5 points**

Teacher candidates will be able to read assigned articles, watch a video focused on developing and maintaining a positive and healthy learning environment and synthesize the video with their group, then create and submit a Collective Group Wisdom Plan for Establishing a Healthy and Positive Learning Environment as a group. Each candidate will submit an individual copy of the group response. Teacher candidates will participate in assignment, viewing and group project to develop a plan to include the most important aspects of maintaining a positive classroom environment. Standards addressed: #3, #5, #4

Guided Student Observation, Observation Skills & Typical Human Development   **5 points**

Candidates provide written responses to readings, lecture and media regarding the activities—DUAL assignment.

Teacher candidates will participate in an activity to view, identify and note differences by specific age group characteristics of typical and atypical human development. Social, Cognitive and Physical aspects of development are the focus of this assignment. Discussion and exploration additional facets of human development, this focus o response will provide baseline knowledge for examination of atypical development and the hazards of jumping to inappropriate conclusions. Candidates will view a video during class to observe students with atypical and typical development working together in the same environment—an inclusive classroom—and identify these aspects of development in action. Candidates will also gain observational skills as well as gain sheltered exposure to students with different learning and emotional needs. Standards addressed: #2, #4, #5, #8, #10

Universal Design Differentiated Lesson Plan   **15 points**

Before beginning individual assignment, teacher candidates will amass knowledge and resources and demonstrate the ability to complete the prerequisite skills in through lecture, and guided practice group exercises. Teacher candidates will design a lesson that differentiates content, process and product in order to maximize learning for students with diverse needs. The lesson plan will focus on a specific standard area with specifically assigned students with learning needs. This will prepare the candidate for the TPA assessments.

Final assessments include a class presentation in groups of two and individual submission of TPA approved lesson design plan. Teacher candidates will be able to write and deliver a universal lesson plan that differentiates content, process, and product for students learning English, students who are accelerated learners, and students with special needs.

Student Assistance of Study Team (SAT or SST) Process   **10 points**

Candidates develop knowledge and skill in conducting and participating in the Student Assistance Team general education pre-referral processes. Candidates will
·   demonstrate knowledge of the use of the SST/SAT model
·   recognize/practice the various roles of the SAT members
·   examine support options for students based upon their unique individual characteristics
·   understand the use of pre-referral strategies and interventions to assist the child in class
·   clarify the initial procedures involved in identifying students for RTI and or special education support

The experience results in deeper understanding of the value of RTI and in focused, individualized implementation of curricular, environmental and social strategies to support the student. Teacher candidates will apply their knowledge of the SAT processes by developing and completing the SAT packet and participate in an in-class simulation of the SAT with immediate corrective feedback from the instructor. Standards addressed #3, #5, #11, #13.

Exceptional Characteristics Matrix   **10 points**

Teacher candidates will complete additional excerpts of ancillary text reading assignments, view web course media, experience in-class lecture. A chart will be created by candidates which addresses the characteristics, the eligibility requirements, the physical environment and instructional interventions necessary to met the needs of students with special needs. The matrix will include all of

the 14 federally defined areas of eligibility and service mandated for students with special needs. This assignment will equip candidates to address specific aspects of TPA requirements.

Four Week Unit Plan   **15 points**
Teacher candidates will complete additional excerpts of ancillary text reading assignments, view web course media, experience in-class lecture. The result of these activities will equip the candidate to develop a first day readiness plan of action, as well as a first unit of study in an assigned core curriculum standard area. Each candidate will submit an individual copy of the group project response. Teacher candidates will participate in group project to develop both an individual classroom plan, AND to develop a first unit of study which includes the most important aspects of developing a student centered, healthy learning environment. This assignment will prepare candidates for the TPA assessment late in the semester. Standards addressed: #11, #13, #14.

Participation/Attendance & Professional Dispositions Assessment   **12 points**
As posted in the course syllabus, consistent, punctual attendance is required, as it is a critical expected behavior to be consistently demonstrated in the teaching profession. Because this class is a collaborative, dynamic 'laboratory' in nature, the experiences and discussions are difficult to recreate independently; therefore, active participation is essential for all candidates to succeed. Additionally, the instructor shall monitor and reinforce the opportunity for each class member to exhibit collaborative teaming and participatory demeanors. To reinforce our commitment to developing interpersonal skills, candidates earn points through punctuality, full participation and cooperation with classmates, instructors, and guests in accordance with agreed-upon class norms. This course includes one of three checkpoint assignments on the program for Professional Dispositions. To that end, candidates will submit a self assessment to include areas of strength and need for individual professional development.

The EDMX 511 Fall 2012 Course Schedule and full assignment details will be made available to enrolled students on the first day of class