



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDMS 511
Course Title	Elementary Teaching and Learning Section 4
CRN Number	CRN #42671
Days	Wednesday
Time	8:30-3:00
Course Location	Bonsall West Elementary School
Semester / Year	Fall 2015
Instructor	Nancy Moser-Hayashi
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Hours	By Appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms.

Hayashi: This course requires participation in a public school setting.

Course Prerequisites

Consent of Program Coordinator

Course Objectives

The purposes of this course are threefold:

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

Credit Hour Policy Statement

Students are expected to spend a at least three hours a week outside of class time to complete readings, reflections and other professional growth activities related to the EDMS 511 course framework. Refer to weekly assignments for directives.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Essential Questions: Opening the Doors to Student Understanding: Jay McTighe and Grant Wiggins
ISBN: 978-1-4166-1505-7

Teaching Children to Care: Classroom Management for Ethical and Academic Growth K-8: Ruth Sidney Charney ISBN: 978-1-892989-08-6

Fulfilling the Promise of the Differentiated Classroom: Carol Ann Tomlinson ISBN: 978-0-87120-812-

TaskStream Account and Bring Your Own Device for Online Activities

Course Material Available

Cougar Courses will be our library for resources: articles, videos and discussion boards.

Turnbull, A. et. al. (2007) *Excpntional Lives: Special Education in Today's Schools* (7th ed.) Upper Saddle River, NJ: Pearson, Merrill Prentice Hall. ISBN-13: 978-0132821773 available on Library Reserves.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will (be able to):

- Design learning experiences with a lesson planning template that clearly state instructional objectives and aligned with state/common core standards.
- Modify and differentiate lesson plans to meet the needs of diverse learners.
- Deliver a lesson plan using effective practices: anticipation, questioning, wait-time, modeling, active participation, and assessment.
- Apply a variety of classroom management strategies.
- Develop effective questioning techniques to assist students in critical thinking.
- Personalize their role as a teacher to create a classroom management plan and a philosophy for instruction.

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher 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 teachers 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. You will be required to formally address the following TPEs in this course:

- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Practices in K-8 and Special Education
- TPE 9: Instructional Planning
- TPE 11: Social Environment

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, 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 to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

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 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).

Course Format

The course is typically a traditional face-to-face platform. Students will also be required to participate in general education K-6 classrooms to gain practical experience within a public school setting.

Use of Technology

Bring a laptop or other device to access course content online to every class session. Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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 given in class.

Electronic Communication Protocol

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. 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 communicate more than the sender originally intended. With that said, 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.

Things to consider:

- 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 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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Requirements

Attendance/Participation/Professional Disposition	10 points
Session Reflections and Discussion Forums	15 points
Peer Teaching Demonstration	15 points
Response to Intervention Case Study	20 points
edTPA Lesson Plan	20 points
Management Plan and Newsletter	20 points
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	Total 100 points

Refer to Cougar Courses for Rubrics and Detailed Information About Assignments:

Attendance, Participation and Professional Disposition:

As a professional, your future as a teacher will not only depend upon professional knowledge and in class performance, but on your attendance, positive participation and disposition. Please note that you are expected to attend and be prepared to participate in all 8 classes. Your professional disposition is a direct reflection of your professional character in the field of education. Always present yourself in the classroom and on campus as professionally as possible. If there are attendance issues, you will need to contact your professor and refer to the attendance policies in this syllabus.

Reflections and Discussion Forums:

Respond to prompts and other classmates in a thoughtful manner that encourages dialogue. Support others by providing relevant feedback and promote critical evaluation of ideas presented. Please be aware that some reflections will be informal, short answer or responses to other students' ideas. Other assignments will require one-page or other formats to present information. The professor will set specific requirements for each assignment. Never simply summarize or provide simplistic yes or no answers. Use proper etiquette: question without attacking to promote critical thinking, communicate professionally, connect to global/societal concepts and collaborate creatively to deepen conceptual understanding.

Peer Teaching Demonstration:

Sign up to facilitate discussion on an assigned reading for one class session. You will work with a partner to prepare a 15-20 minute learning activity about the reading. The activity should engage the class and allow us to examine and apply the materials in a meaningful way. Create a one-page handout to share with your classmates that describes/explains the purpose of the activity, process or strategy and how to implement it. You may also share additional resources found related to the topics. You will find a guide for peer presentations in the Cougar Course shell for this class. Follow this guide to complete your assignment.

Response to Intervention Case Study Project:

Work in a team to develop a strategic plan for a student who is currently not reaching full academic potential in the classroom. The case study will be based on the diverse learning needs found in public school settings: behavioral, special education, English language learner and other factors that may hinder a child's growth without strategic intervention. Each member must participate in finding, discussing, evaluating possible interventions and understanding of Response to Intervention process. Students will also need to be familiar with information of the ability matrix. Every group member must complete a comprehensive report. The team must present findings to our classroom. The modifications for improving student achievement must be clearly explained. The modifications the group has decided upon should also be presented into the final lesson plan.

Management Plan:

Construct your future classroom management plan based on classroom observations, strategies presented in class and other from other sources. You will be given a classroom management graphic organizer to record findings and then craft your own plan based on your personal philosophy and educational principles. You will create a written management plan that provides rationales for why you would like to incorporate them into your future classroom. You will also create a newsletter explaining to your future families about your classroom management policies.

Lesson Plan:

This course is about putting students at the center of learning and preparing you for successful completion of the edTPA's. We will place special emphasis on Task 1: planning for instruction and assessment, as described in the Elementary Education Assessment (edTPA) Handbook.

"The purpose of edTPA Elementary Education, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach both literacy and mathematics in the elementary grades. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.” (Elementary Education Assessment Handbook, 2014)

The lesson plan will be completed over the course of eight weeks. You will begin crafting the lesson format, but continually revise the lesson as you reflect on delivery and modifications in meeting the needs of the students. Your work will be done in groups of 3-4 students, but each student will be required to submit a completed lesson plan at the end of the eight-week class.

Grading Standards

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. The assignment's grade will be negatively affected as a result of this oversight. 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, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Final Exam Statement

By the last day of class, all revised and professional quality work must be submitted. Students may submit work earlier for professor approval. Be prepared to defend your work with evidence and support of rationales.

Grading Standards

Grades are computed as percentages based on points value of the assignments. Refer to Cougar Courses for specifics about each assignments. Please contact professor for clarification as needed.

Policy on Late/Missed Work

There will be no late work accepted due to the short eight weeks of instructional time. As a professional educator, deadlines are enforced. Refer to grading scale and plan time accordingly to manage course work.

Student Collaboration Policy

All students will be expected to collaborate and work professionally with each other. A variety of grouping strategies will be applied at the professor's discretion in order to model effective instructional practices applied in K-12 public education settings.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1 9/2	Introduction to Course: The Classroom Ecosystem Climate Control Creating a Community	Readings: Read Chap. 1& 2 Teaching Children to Care Observation Reflection: Classroom layout and visual support Management Graphic Organizer: Procedures and Rules. Classroom News Letter
Session 2 9/9	Drafting Learning Experiences: Elements of Lesson Planning Backward Design Unwrapping Standards Structuring Lessons	Readings: Assigned sections for Peer Teaching Observation Reflection: Procedures Peer Presentations NEXT MEETING
Session 3 9/16	Practice Makes Perfect: Essential Questions Depth of Knowledge/Bloom's Making Thinking Visible Peer Presentations	Readings: Complete Essential Questions and Teaching Children to Care Observation Reflection: Types of questions asked/responses for critical thinking Drafting a Unit and ELA Lesson Plan
Session 4 9/23	Meeting the Needs of Diverse Learners: Equity, Quality, Accessibility, Inclusion Strategies for Success of ALL	Readings: Fulfilling the Promise of the Differentiated Classroom Observation Reflection: Student Behavior Add Modifications for Diverse Populations to Unit/ELA Lesson Plan
Session 5 9/30	Student Empowerment: Motivation to Misbehave Reward Systems: Intrinsic vs Extrinsic Growth Mind-Set Choices Feedback	Readings: Article Resources/Complete Text Reflection: Friend or Foe, how will you handle difficult situations? Behavior Systems Complete Rough Draft Classroom Management Plan
Session 6 10/7	Everyone is Unique: RTI/SST/SSA Case Study	Readings: Article and Resources Case Study Write-Up
Session 7 10/14	Tune-Up: Building Interest: Anticipation Formative and Summative Assessments Active Participation Overt/Covert Modeling	Submit Rough Drafts for Review before 10/18 10:00 PM Case Study Due
Session 8 10/21	Art of Teaching: Student Showcase of Coursework Finals Professional Networks Final Strategies Teacher Well-Being and Help	Final Management Plan, Lesson Plan Due, Reflections Completed Presentations of Plans