California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION

Course Number	EDMS 512-B
Course Title	**Elementary Teaching and Learning II**
CRN	**40822**
Days	**Wednesdays**
Time	**1:00 – 3:45 PM**
Course Location	**Room UH 273**
Semester / Year	**Fall 2015**
Instructor	**Bonnie Mendenhall**
Phone	**Cell-(760)803-5594**
E-Mail	**bmendenh@csusm.edu**
Office	**University Hall 447**
Hours	**After Class and 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

This course requires participation in public schools and other education-related contexts.
This course is designed:

- to extend pre-service candidates' understandings about numerous strategies for teaching and learning;
- to inform pre-service candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- to encourage further infusion of technology into curriculums.

Course Prerequisites

Admission to the Multiple Subject/CLAD teacher Credential Program.
Successful completion of EDMS 511b prior to EDMS 512b

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

Required Texts
BUY THIS BOOK IF YOU DO NOT ALREADY HAVE IT.
- Lemov, D., (2010) *Teach Like a Champion*, Josesy Boss Teacher Publication, , San Francisco, California.

WAIT TO BUY THIS BOOK IF YOU DO NOT ALREADY HAVE IT UNTIL THE FIRST CLASS.
   **TURNBULL A., TURNBULL, R. & WEHMEYER, M.L. (2010). ENHANCED PEARSON ETEXT --
ACCESS CARD, 8TH EDITION, UPPER SADDLE RIVER, NJ: PEARSON, MERRILL PRENTICE HALL.**

STUDENT LEARNING OUTCOMES

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 6d – Engaging and supporting all learners (IEP Assignment)

TPE 9 – Creating & managing effective instructional time (School Context and Month Long Plan Assignments.

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).

This course will use:

> **edTPA**
>
> Beginning in Fall 2015, 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).

GENERAL CONSIDERATIONS

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 require 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.

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).*

For this course, EDMS 512-b:
- *Students missing more than one class session cannot earn an A or A-.*
- *Students missing more than two class sessions cannot earn a B or B+.*
- *Students missing more than three classes cannot earn a C+.*
- *Arriving late or leaving early by more than 20 minutes counts as an absence.*
- *Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.*
- *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.*

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. This will be met through completion of written assignments including: Session Reflections and Forums, School Context Inquiry Assignment, IEP Best Practices Assignment, Assistive Devices Reflection, the IDEA Summary Project and the Month Long Plan.

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.

Use of Technology

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.

Electronic Submissions of Assignments

This course is paperless. All assignments are to be turned into the Moodle shell (a.k.a. Cougar Course) on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman.

COURSE REQUIREMENTS

512- B Course Assignments

Assignment	Points
Discussion Forums	250
PTA Presentation	50
PTA-Reflection	50
IDEA Research Presentation Assignment	75
School AND CLASSROOM Context Assignment.	100
IEP Research Assignment	75
Assistive Devices Assignment	75
Wong-Management Jigsaw	75
Month Long Plan	100
Resume & Letter of Interest Assignment	75
Attendance/Participation	75
Total	1000

Grading Standards

All students will come prepared to class; readings and homework assignments are listed Assignment Schedule posted on the course Moodle 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"). 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.

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.

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:
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class)

Participation

You will be graded on your classroom participation. It is an expectation that you will behave in a professional manner. This will require that you approach your instructor, school personnel, and colleagues in a respectful manner that emphasizes problem solving. Your full attendance means you are not distracted by electronic equipment. As a rule, cell phones should be turned off or to the vibrate mode during class. Laptop computers are essential to the process of our learning; however, it is expected that all students will avoid recreational use of computers during class and that laptops will be put away at the request of the instructor. Of course, participation all includes the extent to which you participate in class discussion, how you interact with colleagues, and that you submit all discussion forums and session reflections on time.

Final Exam Statement

There will be no final exam for this course. A culminating semester project, the Month Long Plan, serves as assessment of teacher candidate proficiency in Teaching and Learning strategies.

COURSE OUTLINE

WEEK	Topic
1	**Introduction to course** **Lesson Plans revisited** **School Context Inquiry** **Independent Reading and Journal Assignments**
2	**Assessment-** **Co-Teaching** **Peer Presentation Assignments**
3	**PTA-Decoding-***TLC pages 263-270* **Classroom and Instructional Management-Part 1** **Classroom management Forum**
4	PTA-Vocabulary -*TLC pages 271-276* **Teaching and learning-** **Assessment** **4-Square Assessment Forum**
5	PTA TLC pages 276-280 **IEP-101** **Reading and Journal Assignments**
6	PTA "Comprehension" TCL 283-295 **IEP-Turnbull Chapters Activity** **Group Project**
7	PTA- Better Reading Connections *TCL 295-298* **Assistive Devices Workshop**
8	PTA- Reading Strategies *TCL 298-301* **Classroom and Instructional Management, Part 2** **Pacing and Instruction Calendars**
9	**PTA-** Reading Strategies, part 2, *TCL-pages 301-308* **Month Long Plan Assignment**
10	**Month Long Plan Group Work**
11	**Month Long Plan Group Work**
12	**Month Long Plan Group Work**
13	**Independent Assignments – Thanksgiving Week**
14	**Teacher as a Professional**
15	**Teacher as a Professional** **Resumes and Mock Interviews.**