



California State University
SAN MARCOS

School of
Education

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EDMX 512 – 01 CRN #20829
Elementary Teaching and Learning II
Mondays 7:30 am – 3:00 pm
Twin Oaks Elementary School Campus
1 Cassou Road, San Marcos, CA 92069 Room 37
Spring 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours: Before/after class, 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

EDMS 512 Focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards.* Course features include specific assignments and lectures designed to meet CCTC Education Specialist Common Program Standards that address specific skill set development for the Educational Specialist.

Course Prerequisites

Admission to the School of Education and admission to the Concurrent Program. EDMS 511 and Consent of Program Coordinator

Course Objectives

The purposes of this course are:

- to expand pre-service candidates' knowledge of (1) learning theories, and (2) experiences with a wide 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 candidates with content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic multiple subject content standards, including physical education to all students;
- to provide a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Unique Course Requirements

Tutoring

Required Texts

Hardman, M., Drew, C. & Egan, M. (2011). *Human exceptionality: School, community and family* (10th Ed.). Belmont, CA: Wadsworth Cengage Learning. (Used in EDMX 511)

Snell, M., & Brown, F. (2011). *Instruction of children with severe disabilities*. Upper Saddle River, NJ: Pearson Education, Inc. (Used in EDMX 511)

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 (Used in EDMX 511)

Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school* (2nd ed.). Alexandria, VA: ASCD. (Repeat use text from EDUC 350)

McCarney, Wunderlich. (2006) PRE-REFERRAL INTERVENTION MANUAL (PRIM). 3rd Ed. Hawthorne Educational Services

Required Media & Technology

-Teach Like a Champion videos: <http://www.youtube.com/watch?v=r1CMvuFLfxc>

-Twin Oaks Elementary School web site: <http://www.smusd.org/Domain/928>

-Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Available free e-book online at this site through CSUSM library:

<http://pac.csusm.edu/search~S5?/atomlinson/atomlinson/1%2C27%2C52%2CB/frameset&FF=atomlinson+carol+a&1%2C%2C8>

Taskstream Account

The School of Education uses TaskStream to manage candidate data regarding TPEs, clinical practice, signature assignments, and professional disposition assessments. Concurrent candidates must be enrolled in TaskStream throughout the Multiple Subject, Mild/Moderate and Moderate/Severe Education Specialist program(s).

Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials must enroll for a minimum of two years. After enrolling, to access the Education Specialist program from the Taskstream home page (this is noted by a small 'globe with children holding hands' icon), find the Self-Enrollment area and click the **Enter Code** button. Then enter the word '**preliminary**' and the program code which is available from the instructor. If this is the correct program, click the **Enroll** button. The Education Specialist program now will appear on individual TaskStream home page upon log in. Be certain to note enrollment name and password. Plan to enroll by the end of the first week of class.

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)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject, with hybrid assignments and expectations for Concurrent candidates who continue into Special Education Credential requirements. 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. Candidates may view the full text of the TPEs as well as the forms used for candidate assessments at this website: <http://www.csusm.edu/education/ClinicalPractice/HandbookMS.html>

All candidates will be provided instruction and will be required to **formally address** the following TPEs in this course:

TPE 6D – Developmentally Appropriate Teaching Practices for Education Specialists

Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability. Candidates for a Educational Specialist Credential know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, and students considered gifted and talented have access to and actively participate in the general education core curriculum. They can articulate the rationale for inclusive educational opportunities for all students. They are familiar with major disability characteristics and strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services (e.g., special education, gifted and talented services). They are familiar with their legal and ethical responsibility to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity. They use pre-referral processes, such as the Student Success Team (formerly Student Study Team) and consultation with general and special education colleagues to minimize referral of students to special education or other exceptional services. They collaborate with special educators and other specialized support personnel to plan, teach, and assess students with special characteristics for whom they are responsible. They use natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) to a) create a caring classroom community in which students value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students.

TPE 8: Learning About Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9 – Instructional planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

TPE 10 – Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

CSUSM Local TPE 14 – Educational Technology

Candidates plan and design effective learning environments and experiences supported by technology. Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Candidates use technology to enhance their productivity and professional practice.

California Teacher Performance Assessment (CalTPA)

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 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 to 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/ProgramMaterialsTPA.html>

EDMX 512 will include specific pedagogy to address and prepare candidates for TPA 3 and TPA 4.

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.

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. For EDMX 512, since concurrent courses are full day classes, representing two class sessions, a half-day absence equals a full class session missed. Any part of the class is noted as a partial absence, even with Dr notice. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Students 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 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 concurrent courses include a writing component of at least 2,500 words (approximately). This is met through written assignments, posted in the Cougar Course online companion class; in EDMX 512, this occurs through weekly journal entries, reading responses, lesson plan development, IEP goal simulations, month-long unit , Annual curriculum map, and an in-depth disabling condition report.

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 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.

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 (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 assigned 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.

Electronic Communication Protocol

Electronic correspondence is a part of professional development and attending interactions. When a candidate needs to contact the instructor, e-mail is often the easiest way to do so. It is this instructor's 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, or that includes major typos or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and online discussion messages sent to 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 any concern with an electronic message sent to you, please speak with the author in person in order to correct any confusion.

Course Requirements | Assignment Overview

Journal Entry/Tutoring Session Reflections (2 pts each)	Indiv	14 points
SST Group Simulation and Debrief	Group	10 points
In- depth Sp Ed Topic In depth Presentation	Indiv	10 points
SpEd Resource Binder II Resubmit w detailed entries	Indiv	5 points
Assessment Differentiation Chart	Group	7 points
SpEd Characteristics & Resource Manual Complete	Group/Indiv	5 points
Strategic Behavior/Classroom Management	Group	7 points
IEP Process Simulation	Group/Indiv	16 points
One Month Curriculum Map/Unit Planning Calendar	Group/Indiv	10 points
Attendance/Participation & Prof. Demeanors	Indiv	16 points
	TOTAL:	

Grading Standards

No A+ possible	A = 95-100	A- = 90-94
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D = 60-69	F = 59 or lower	

Please note that an A is earned for points achieved above 95.

Assignment Overview

Journal Entry/Session Reflections 14

points

Throughout the course, candidates will submit session reflections and journal entries dealing with a variety relevant course topics. These submissions are graded and worth 2 points per week for 7 weeks. The directions for completing each of these entries are embedded in the module for each week of the companion Cougar Course. Be certain to complete the reflections on time so as to not impede the discussion or forward movement in this course.

In-depth Individual Condition Lesson/Presentation 10

points

Educational Specialist Candidates will research and develop a lesson/lecture with media (PPT) for colleagues as assigned regarding one specific condition as outlined in Federal Definitions of categorical service for eligible students. This information will be compiled and added to the Characteristics/Strategies Matrix notebook to serve as a best practice resource and will include a hard-copy resource page for teachers, parents and students.

SST Group Simulation Project - Partially Online 10

points

Candidates will complete online lecture and review demonstration of a simulated SST meeting by peers, and then develop a complete summary of a simulated SST meeting for an assigned child demonstrating specific behaviors, characteristics and symptoms. The team is to address all aspects of the SST process and to develop strategies to support this student, and then present the detailed summary to the class.

Differentiated [Content-Process-Product] Assessment Chart – Group Project

7 points

Using prepared materials from texts and course media, each team is to design a solutions-based approach to differentiated assessment techniques for a variety of behaviors and conditions that meet a specific assigned criterion. In-class activity to support skills required for high stakes assessment.

Strategic Behavior/Classroom Management – Group Project 7

points

Using the PRIM Manual and course media and articles, teams develop a Resource chart to be shared with other candidates which offers 'At-A-Glance' strategies for general and specialist teachers to employ in meeting the needs of a fully inclusive classroom

Conditions | Category Resource Binder 10

points

In this multi-dimensional assignment, ES/concurrent candidates will demonstrate understanding of each of the 14 federally defined areas of service to student diagnosed as eligible for Special education services. In addition, candidates will learn how the process of Response to Intervention (and the SST process as presented in EDMX 511) works to ensure quick response to student difficulties occurring in the general education classroom.

IEP Process- Simulation points
In this multi-dimensional assignment candidates will demonstrate understanding of best practices in the IEP process. In class simulation of the process Reading materials to prepare you for this assignment are posted in the

One Month Planning Calendar points
This assignment requires candidates to work with their group/team to develop and report on a proposed one-month planning calendar. Each group plan will cover all appropriate learning standards for a selected grade level. The final document will be a 4to 5 page plan for one full month to 6 weeks. The detailed plan will be submitted in assignment portal and will conform to the format as outlined in class.

Participation points
Because the role of the Educational Specialist is that of a professional with an advanced credential, the interpersonal skill and practice of appropriate professional and encouraging behavior is also of utmost importance. EDMX 512 is designed to foster community and collaboration in its highest form. This practice does not allow for sidelining, abstaining from flexible grouping, any form of judgment or disapproval of another classmate as a person.

Candidates are scored upon classroom participation and effectiveness as a group member. It is expected that all candidates will behave in a professional manner at all times during the course, both in class, online and in the field. This will require that every candidate approaches instructors, school personnel, and colleagues in a respectful manner that emphasizes solution finding and creative collaboration, cheerful execution of classroom tasks and a non-antagonistic demeanor, as outlined.

The development, fostering of or refusal to dissolve cliques which exclude or distance ANYONE in the cohort will result in automatic removal of points. This includes any form of gossip, bullying, backstabbing or ill will of any form. The instructor will provide one warning with recommendations and/or solutions, then will remove points without further notice.

Full attendance means that candidates are not distracted or hampered from productivity by electronic devices, but utilize them to further learning and classroom effectiveness.

As a rule, cell phones shall 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 personal or recreational use of computers during class and that laptops will be away at the request of the instructor. Of course, participation also includes the extent to which all candidates participate in class discussion, interact with colleagues, instructors, and submission of all discussion to forums and session reflections **on time**.

Class schedule provided in online companion Cougar Course