



EDMS 511B
Elementary Teaching and Learning
CRN #27525
Mondays
1:00 pm – 3:45 pm
University Hall 440
Spring 2014

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

Professor:	Bonnie Mendenhall
Phone:	760.750.4727
E-Mail:	bmendenh@csusm.edu
Office:	UH 218
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. *Enrollment restricted to students in the ICP.*

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

- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice 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 ICP Program

Course Objectives

The purposes of this course are threefold:

- to expand preservice candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice 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 preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Unique Course Requirements (optional)

Any unusual requirements should be listed here. These might include field trips, observations in schools or access to students, etc.

Required Texts

Wiggins and McTighe, (2000) *Understanding by Design* Association of Supervision and Curriculum Development

- Lemo, D., (2010) *Teach Like a Champion*, Jossey Boss Teacher Publication, , San Francisco, California.

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 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 (Student Study Team Assignment)

TPE 9 – Creating & managing effective instructional time (Classroom Management Assignment)

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 your 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>

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 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. 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 3 unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments as stated in the Assignments Section.

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 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 GRADING STANDARDS

Course Assignment Grade-Points

Session Reflections and Discussion Forums	150 points
Peer Teaching Demonstration	200 points
Ability Case Study	100 points
Response to Intervention Action Plan	100 points
TPA Lesson Plan Guide	200 points
Management Plan Grid	150 points
Attendance/Participation	100 points
Total	100 points

Grading Standards

All students will come prepared to 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”). 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);

Assignment Descriptions

Management Plan

150 points

In this activity you will complete a classroom written management plan as directed. You may brainstorm with others in class to work on your plan. The plan will consist of statements of your guiding principles of classroom management. For each principle you will describe two strategies that demonstrate how you will apply your principles. Each strategy will also include a rationale detailing how your strategies illustrated your classroom management principles. Your task will be to fill each square of the grid for five key elements of classroom management. You will also write a simple one page newsletter detailing your classroom rules, etc.

Peer Teaching Demonstration

200 points

You will sign up to facilitate discussion on an assigned reading from *Teach Like a Champion* for one class session. You will work with 2 partners to prepare a 15-20 minute learning activity inspired by content the reading. The activity should engage the class and allow us to examine and apply the materials in a meaningful way. Complete directions for Peer Presentations is in the Cougar Course Moodle for this class. Follow this guide to complete your assignment.

Session Reflections and Discussion Forums

150 points

Throughout the course you will submit session reflections and discussion forums dealing with a variety relevant course topics. These submissions are graded. Each submission is worth 15-20 points toward your grade. The directions for completing each of these entries are written into the Cougar Course Moodle. Be sure to complete the reflections and discussion forums on time so as to not impede the discussions in this course.

Lesson Plan Assignments

200 points

You will work in small groups of 3 students to complete three Lesson Plan assignments- a simple Lesson Outline worth 40 points, a value added lesson outline worth 60 points and a complete lesson plan worth 100 points. Each student will submit their own copies of each assignment.

Ability Case Study Analysis

100 points

In this assignment you learn how to modify your teaching plans to accommodate the varied learning needs you are presented with in the first few days/weeks of school. You will be provided a template on the Moodle shell to complete your work. Completion of this assignment will require you use an ability matrix to create an action plan to address students with special needs.

Response to Intervention Action Plan

100 points

The RTI process involves carefully documenting the adaptations and modifications we have tried, and the resulting impact or lack of impact on academic achievement of students. You will create an action plan document showing steps you would take to help an at-risk student be a successful learner.

Participation

100 points

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.

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. Grading Standards

SCHEDULE/COURSE OUTLINE

The course Outline provided here is subject to change based on course need and professor discretion.

Date	Topic	Assignment (if any)
Jan 20	No Class Meeting-Martin Luther King	
Jan 27	Introduction to course 511-B-	DUE Feb 2 *School Context Assignment to Forum. *Letter of Introduction
Feb 3	Who are the learners?	
Feb 10	Lesson planning-deciding what to teach: Classroom Management-Part 1	
Feb 17	Lesson planning- Writing Objectives Classroom Management- Part 2	
Feb 24	Lesson Planning- Assessment, Part 1 Classroom Management Part 3	DUE February 23 *Lesson Outline
Mar 3	Lesson Planning- Assessment, Part 2 Classroom Management, Part 4	
Mar 10	Differentiating for Students with Special Needs, Part 1 Preparing a Case Study	
Mar 17	Differentiating for Students with Special Needs, Part 2	DUE Mar 16 *Management Plan Assignment
Mar 24	Differentiating for Students with Special Needs, Part 2	
Mar 31	<i>CSUSM Spring Break</i>	DUE Mar 28: *Ability Case Study
Apr 7	Response to Intervention, Part 1	DUE April 6 *Value Added Lesson Outline
Apr14	Response to Intervention, Part 2	
Apr21	Response to Intervention, Part 3	DUE APR 27- *RTI Plan
Apr 28	Student Study Teams	DUE May 4 *Full Lesson Plan Assignment
May 5	Mock Student Study Team Activities	