

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION**

**EDMS 512B (Section 1) CRN# 40600  
Elementary Teaching and Learning II  
University Hall 442  
Monday 4:00-6:45 p.m.  
Fall 2012**

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### **School of Education Mission Statement**

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, October, 1997*).

### **Course Description**

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.
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**Course Prerequisites** Admission to the Multiple Subject/CLAD teacher Credential 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.**

### **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. Students 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 provided at the website provided: <http://www.csusm.edu/education/CalTPA/CalTPA.html>

### **School of Education Attendance Policy**

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

If a student misses 20% or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a “C”. Please note you must earn a C+ or better to continue in the credential program. **Notification of absences does not automatically excuse a student from class. It is the responsibility of the student to meet with the instructor and discuss make up of class time or assignments.**

### **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 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. 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.

### **Course Requirements**

Session reflections	16 points
Peer Teaching demonstration	15 points
Community service learning plan	10 points
Community service project reflection	3 points
Yearlong grid	15 points
Month long plan	15 points
IEP best practices checklist	10 points
Attendance/Participation	10 points
School context grid project	3 points
<u>Accomplished teaching, co-teaching and mandatory reporting reflections</u>	<u>3 points</u>

**Total** **100 points**

### **Grading Scale**

Grades will be determined by the total number of points earned (100 points possible):

**A** = 93-100, **A-** = 90-92, **B+** = 87-89, **B** = 83–86, **B-** = 80-82, **C+** = 77-79, **C** = 73-71, **C-** = 70-72, **D** = 60-69 , **F** = 0-59

### **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, 5<sup>th</sup> 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);

### **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**

“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 student 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:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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.

### **Assignments**

#### **Community service learning project plan**

**10 points**

In this assignment you will submit a lesson plan for our community service project) detailing the content of your activity. This lesson plan will be used to organize our community service-learning project.

#### **Community service learning project reflection**

**3 points**

After our community service-learning project you are required to complete a brief reflection about the process. Your reflection will be submitted on line.

#### **Peer Teaching Demonstration**

**10 points**

You are required to sign up to facilitate discussion on an assigned reading from *Teach Like a Champion* 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. You will find a guide for peer presentations in the Cougar Course shell for this class. Follow this guide to complete your assignment.

### **Session Reflections**

**16 points**

Throughout the course you are required to submit session reflections dealing with a variety relevant course topics. These submissions are graded. Each submission is worth a point toward your grade. The directions for completing each of these entries are written into the Cougar course shell.

### **IEP “Best Practices” Checklist**

**10 points**

In this course you will create an IEP best practices checklist based upon what you read and what you learn in class. The checklist activity is detailed in the Moodle shell and this list will be submitted on line.

### **Yearlong Grid Activity**

**15 points**

This assignment requires you to work with a team to develop and report a proposed yearlong plan. Your plan will cover all the appropriate learning standards for a selected grade level. Your final document will be a ten page plan for one academic year. The plan will be submitted on line, will be typed, and will conform to the format advocated by the instructor.

### **Month Long Plan**

**15 Points**

You will create a own one month plan for this assignment. On the assigned day, bring the following artifacts to complete your assignment: a school calendar from your observation placement, a calendar grid or published planning book, and PE and Health lesson plans.

### **Participation**

**10 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.

### **School context grid**

**5 points**

You will complete a school context grid in partnership with your classmates. You will investigate a school context facilitated by the instructor. After your inquiry you will submit a completed grid into the course shell

### **Accomplished teaching and mandatory reporting reports**

**6 points**

You will fill in a text box asking you to define accomplished teaching. You will also conduct a brief interview with a teacher in the field to investigate the notion of mandatory reporting of child abuse.

### **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.

## Tentative Course Schedule

Date	Topic	Readings and assignments due
Module 1- August 27, 2012	<p>Class introduction and course business: determining our presentation groups and other work groups</p> <p>TPA 3 overview</p> <p>School Context activity</p>	<p>Review the school context activity grid. Read the assessment articles linked for this session. Review TPA 3 materials.</p> <p>Submit your session reflections</p>
Module 2- September 10, 2012	<p>Peer teaching presentation: Challenging students to think critically- <i>Teach Like a Champion</i> (Group One)</p> <p>Community service learning project discussion</p>	<p>Read chapter nine, Challenging students to think critically - <i>Teach Like a Champion</i>.</p> <p>Read Wiggins' chapter 6 and Valadez article for performance assessment work and to consider community engagement.</p> <p>Submit your session reflection</p>
Module 3-September 17, 2012	<p>Peer teaching presentation- Improving pacing and rhythm- <i>Teach Like a Champion</i> (Group two)</p> <p>Continue work on community service learning project.</p>	<p>Read chapter eight, Improving pacing and rhythm- <i>Teach Like a Champion</i> and pacing articles in the course shell.</p> <p>Submit your session reflection.</p>
Module 4- September 24, 2012	<p>Year long grid projects: Directions and workshop.</p> <p>We will devote a portion of class time to start your projects.</p>	<p>Purchase or download a year-long calendar. Access and make a copy of a district calendar for in class work</p> <p>Explore California state teaching standards for in class work.</p> <p>Print out all of a selected grade level teaching standards for in class work.</p> <p>Submit your session reflection and your co-teaching reading log.</p>
Module 5- October 1, 2012	<p>Peer teaching presentation: Building character and trust- <i>Teach Like a Champion</i> (Group three)</p> <p>We will devote time to working on projects after the presentation.</p>	<p>Submit your community service learning lesson plan</p> <p>Explore online information on resume development.</p> <p>Research learning station models online. Read chapter seven, Building character and trust - <i>Teach Like a Champion</i>.</p> <p>Submit your session reflection and your community service learning plan.</p>
Module 6 - October 8, 2012	<p>One month plan lecture: directions and grouping.</p> <p>Be prepared to work on your one month plan during class time.</p>	<p>Study the one month plan directions link and the one month plan samples.</p> <p>Submit your session reflection.</p>
Module 7- October 15, 2012	<p>Peer teaching presentation: How all teachers can and must be reading teachers- <i>Teach Like a Champion</i> (Group four). After the presentation be prepared to work on course projects: year-long plan, month</p>	<p>Read chapters 10-12, How all teachers can and must be reading teachers- <i>Teach Like a Champion</i>.</p> <p>Submit your session reflection.</p>

	long plan, etc.	
Module 8-October 22, 2012	Preparing for a job workshop. In today's session you we will discuss job hunting. You will need to come to class with three copies of your resume so that your classmates can provide input for improvements, etc. We will also begin to write a letter of interest for a job.	Read and study links related to resume building and writing a letter of interest.  Submit your session reflection.
Module 9- October 29, 2012	Peer presentation: SST process (Group five)  Be prepared to continue working on your various projects for this class.	Explore National board for professional teaching standards web page.  Write and submit your half-page long description of the definition of <i>accomplished</i> teaching. Use information from the NBPTS for writing your submission.  Explore videos and web pages related to Individual education programs and Student study teams.  Submit your session reflection.
Module 10- November 5, 2012	Lecture: The IEP process.  Be prepared to work on your IEP best practices grid in class.	Explore videos and web pages related to Individual Education Programs.  Submit your session reflection.
Module 11- November 19, 20f12	Peer presentation: Special education laws and mandatory reporting for teachers (Group six)  We will work on loose ends in regard to our community service project and any other projects you need to discuss.	Read special education laws websites.  Submit your session reflection and your yearlong grid project.
Module 12-November 26, 2012	Mock interview: You will participate in a mock interview in class. Be prepared to observe and comment upon at least two mock interviews in class.	Prepare for mock interview. Bring a copy of resume to present to interviewers.
Module 13- December 3, 2012	Be prepared to plan and conduct the service learning event.	Submit your session reflection, peer teaching form, IEP best practice check list, community service learning reflection, and the request for a participation grade. Remember that the cut off date for all of your work is December 10, 2012. After the 10 <sup>th</sup> you cannot submit items for a grade.