

California State University San Marcos
School of Education
EDMS 512 b
Elementary Teaching and Learning II
Spring 2013

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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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October 1997).*

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 philosophies of teaching learning
- inform pre-service candidates about key concepts and procedures as they relate to student students with special education needs and English Language Learners
- encourage further infusion of technology into curriculums.

COURSE PREREQUISITES:

Admission to the Multiple Subject Teacher Credential Program

COURSE OBJECTIVES

Expand pre-service candidates' knowledge about general learning theories and experiences with a range of pedagogical practices

Enhance pre-service candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings

Provide a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

INFUSED COMPETENCIES

Authorization to Teach English Learners

This credential program was 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.)*

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Technology

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential develop the skills, knowledge, and attitudes necessary to assist schools and districts implement 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.

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 TPA.

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 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/ProgramMaterialsTPA.html>

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, to ensure confidentiality, in a more private setting.

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 or materials 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.

Electronic Communication Protocol

Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at pwilson@csusm.edu. 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 College 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?
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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.

School of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College 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. (Adopted by the COE Governance Community, December, 1997). Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. **For this course: 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 class sessions 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.**

Required Texts

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

- Himmele and Himmele (2011) Total Participation Techniques, Association for Supervision and Curriculum Development
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's schools*, (7th ed.) Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall

COURSE ASSIGNMENTS

Students 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). Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, size 12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented.

Too many punctuation, grammar, and/or spelling errors WILL result in a reduction of the assignment's grade. All citations, where appropriate, use American Psychological Association (APA) format.

Assignment	Points
Disposition Rubric Reflection Due Feb. 18th	5
Unit Plan Due March 4th	20
Cover Letter & Resume Due March 25th	15
Brochure & Matrix Due April 8	15
PE & Health Lesson Plan Due April 15th	15
IEP Observation Reflection Due April 29th	10
Effective Teaching Strategy Cards Due May 6th	10
Professional Dispositions & Participation	10
Total Points	100

Grading Standards (Points)

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

A	93-100	B+	87-89	C+	77-79
A-	90-92	B	83-86	C	73-76
		B-	80-82	C-	70-72

All students will come to 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. and "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 an oversight in this area. 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 (whole, group, small group, in/outside of class)

ASSIGNMENTS

PROFESSIONAL DISPOSITION RUBRIC REFLECTION – 5 Points

Task Requirements:

- Familiarize yourself with the Disposition Rubric
- Rate yourself on each element of the rubric
- Write 2 – 3 sentences for each element which will indicate your action plan for growth on the rubric
- You will find the rubric on Cougar Courses
- More information will be given in class

UNIT PLAN– 20 Points

For this assignment, you will plan a unit of study. This unit will be appropriate for approximately three to four weeks of instruction. More details concerning the format and design of this assignment will be provided during class.

Task Guideline for Unit Plan

- Work with a partner
- Select a grade level (use your practicum grade level)
- Design a unit plan for 3-4 weeks around either language arts or math
- Use teacher's manuals and pacing guides to assist you in developing a sequential unit plan.
- Select content standards and address them throughout your unit
- Write in depth to show your understanding of appropriate sequencing and planning
- Use the backward design model for your unit
- Identify strategies to meet the needs of:
 - English Learners (including differentiation for Beginning, Intermediate and Advanced levels)
 - Regular education students
 - Special Education students
 - Accelerated Learners (GATE students)

LETTER AND RESUME– 15 Points

Who are you as an educator and how does that translate to finding a job in today's schools? During this assignment you will be given the chance to review educational philosophies and determine how they match your own emerging teaching style and pedagogical practices. Using this review as a guide, you will create a professional cover letter and resume. More details concerning the format and design of this assignment will be provided during class.

Task Requirements Letter of Introduction

Tell the reader what you will be addressing in this letter. Make sure you identify what educational philosophy, management approach, and instructional strategies frame your teaching practice.

- Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). You can refer to district, school and classroom experiences.
- How do your philosophy, management, and instructional approach create a democratic and socially just classroom?
- Why are you a strong candidate for this position?
- Why are you interested in this position?

Resume

Include a professional resume addressing your education and teaching experiences.

Cover Letter and Resume Rubric

Elements	Beginning to Meet 3 points	Approaching 4 points	Meets 5 points
Letter of Introduction	Little information about educational curriculum and instruction. Little knowledge of district philosophy	Educational curriculum and instruction is stated. Some knowledge of district philosophy is evident	Educational curriculum and instruction is clearly stated. Knowledge of district philosophy is evident
Educational Philosophy	Little information about educational philosophy and educational beliefs	Educational philosophy and professional beliefs is presented	Educational philosophy and professional beliefs are presented in a concise manner with clear understanding.
Resume	Addresses experiences in relationship to teaching	Addresses experiences in relationship to teaching with some explanations	Addresses experiences in relationship to teaching with explanations that are concise with clear understanding

EXCEPTIONALITY BROCHURE AND MATRIX – 15 Points

Obtaining a general understanding of the U.S. categories of Special Education is an important first step in learning how to best tailor and differentiate your instruction to meet the individual needs of students. For this assignment, you will become an expert on a handicapping condition, as defined by IDEA. You will demonstrate your knowledge of your assigned condition by: describing the characteristics of your condition and detailing adaptations and supports necessary for student success in a general education classroom. More information will be given in class.

Task Requirements

- Working with a partner you will choose a handicapping condition
- Read the appropriate chapter in the Turnbull text
- Create a brochure about your condition
- Complete the matrix
- Write a reflection on the condition you researched

Exceptionality Matrix Rubric

Tasks	3	4	5
Handicapping Condition Brochure (Visual Representation and Information for Educators)	Inappropriate or disorganized, lacks aesthetic appeal, hard to read and use Elements missing and/or inappropriate Adaptations or modifications do not match the assigned condition Provided information is unhelpful or incomplete	Appropriate, organized, has some aesthetic appeal but lacks follow-through and visual details Some elements addressed Adaptations or modifications are somewhat appropriate Some detailed information is provided	Appropriate, organized, information easily identified, aesthetic appeal, complete visual details and appeal All elements addressed Adaptations or modifications are detailed, complete, appropriate, and helpful to educators
Your portion of the Exceptionality Matrix	Elements missing and/or does not provide appropriate information to the handicapping condition or useful to the General Education teacher	Some elements missing Elements that are present have information that is appropriate to the handicapping condition and useful to the General Education teacher	All elements addressed and information provided is both appropriate to the handicapping condition and useful to the General Education teacher
Individual Reflection	Does not address each question in detail	Complete yet lacks detail and care with responses	Complete, thoughtful, and detailed

PE & HEALTH LESSON PLANS – 15 Points

You will plan and design lessons in the area of PE and Health

Task Requirements

- Choose a grade level
- Design one (1) lesson which addresses PE standards
- Design one (1) lesson which addresses Health standards
- Lessons will include standards, objectives, assessment teaching strategies, student activities, and differentiation
- More information and lesson plan template will be share in class

Lesson Plan Rubric

ELEMENT	Below 1	Approaching 2	Meets 3
Content Standards PE and Health	Content Standards are not identified and/or inappropriate. Materials, instructional strategies and student activities fail to address the standard. Evidence is unconnected across the	Appropriate Content Standards are identified. Materials, instructional strategies and student activities provide partial relevance to the lesson and standards. Evidence is weakly connected and inconsistent across the lesson plan.	Appropriate Content Standards are identified. Materials, instruction strategies and student activities provide relevance to the lesson and standards. Evidence is connected across the lesson plan.

	lesson plan		
Objectives	Objectives are ambiguous and/or the connection to the standards are not clear	Objectives are stated but could be more specific about knowledge and skills to be learned during the lesson. Some connections made to standards	Objectives stated concisely, stating what learners should know and be able to do at the end of the lesson. Clear connections to standards
Assessment	Assessments are stated but are unrelated to objectives and/or does not provide the data needed	Appropriate assessment(s) are stated but connection to objectives and standards needs to be stronger. Provides some appropriate data	Appropriate assessment(s) which clearly link to objectives and standards. Provides effective data.
Instructional Strategies	Instructional strategies are irrelevant and are not grade level appropriate. There is little connection to the objectives and standards.	Instructional strategies are limited and inconsistent and vaguely connect to the student activities, objectives and standards. They are somewhat age appropriate.	Instructional strategies clearly connect to the student activities and the objectives and standards.
Student Activities	Student activities are inappropriate or irrelevant to the students' grade level. Activities are missing connections to the objectives.	Student activities are partially appropriate to the students' grade level. Activities show limited connections to the objectives and standards.	Lesson plan is appropriate and relevant to the grade level. Student activities are clearly related to the objectives and standards.

IEP OBSERVATION – 10 Points

Task Requirements:

- Arrange to observe an IEP meeting within your practicum experience
- Write a paper (3-5 pages) detailing your IEP observation
 - Identify participants and their role within the IEP
 - Discuss the steps that led to the IEP
 - Include how student IEP goals were identified and monitored
 - Include the roles and responsibilities of the general education teacher in the IEP and providing services identified within the IEP.
 - Reflect on the practices you observed and how they relate to class discussions

IEP Observation Rubric

Elements	Approaching 1 Points	Meets 2 Points
Understanding of steps leading up to the IEP	Addresses some steps before IEP process such as RTI, SST and/or 504 if appropriate	Clearly addresses steps before IEP process such as RTI, SST and/or 504 if appropriate
Participants Roles	Identifies each participant. Some understand of their roles and responsibilities	Identifies each participant. Clearly defines the roles and responsibilities of each member of the team and reflects on their effectiveness
Understanding Assessment	Some understanding of the role assessment during the IEP meeting. Some understanding of the assessments as they relate to qualifying for services.	Clear understanding of the roles of assessment for qualification based on the handicapping condition. Makes strong connections between assessment and qualifying for services.

IEP Goals	Some understanding of how IEP goals are determined, set and monitored	Clearly understands how IEP goals are determined, set and monitored.
General Education Teacher	Some understanding of the role of the general education teacher within the IEP meeting and their responsibility in providing services identified in the IEP	Clear understanding of the role of the general education teacher within the IEP meeting and their responsibility in providing services identified in the IEP

EFFECTIVE STRATEGIES CARDS – 10 Points

Task Requirements

- Create a practical reference of strategies from *Teach Like a Champion* and *Total Participation Techniques* Texts
- Identify at least 25 strategies to use in your classroom
- Complete the strategies cards
- All cards will be kept on a ring for easy reference
- More information will given in class

PARTICIPATION & PROFESSIONAL DEMEANOR – 10 Points

You will be graded on your classroom participation. It is expected 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 ad that laptops will be put away at the request of the instructor. Of course, participation includes the extent to which you participate in class discussions, how you interact with colleagues, and submit assignments on time

COURSE SCHEDULE
512 B

(The instructor reserves the right to modify the schedule.)

Classroom management and student engagement strategies will be woven into all sessions.

Date	Topic	Responsibilities
Week 1 1/28	Introduction & Course Overview Dispositions ELD Standards	Bring: Syllabus to class Get: Texts for next week
Week 2 2/4	ELD Standards Differentiation; Assessment Student Engagement	Read: <i>Total Participation Techniques</i> pages 3 - 26
Week 3 2/11	Long Range Planning Unit Plan: <ul style="list-style-type: none"> • Backwards Design • Essential Learning 	Read: <i>Teach Like A Champion</i> Chapter 10
Week 4 2/18	Long Range Planning (continued) Unit Plan <ul style="list-style-type: none"> • Assessments Design • Design a Rubric 	Read: <i>Teach Like A Champion</i> Chapter 11 Due: Disposition Reflection
Week 5 2/25	Long Range Planning (continued) <ul style="list-style-type: none"> • Learning Plan Unit Plan Workshop	Read: <i>Teach Like A Champion</i> Chapter 12
Week 6 3/4	Cover Letters/Resume Exceptional Students <ul style="list-style-type: none"> • Multiple Disabilities 	Read: Turnbull Chapter 10 Articles on CC Due: Unit Plan
Week 7 3/11	Exceptional Students <ul style="list-style-type: none"> • Physical Disabilities/Other Health Impairments Rules & Logical Consequences	Read: Turnbull Chapter 12 Articles on CC
Week 8 3/18	Exceptional Students <ul style="list-style-type: none"> • Traumatic Brain Injuries Letter and Resume workshop	Read: Turnbull Chapter 13 Bring: Draft of Letter and Resume
Week 9 3/25	Lesson Design Interviewing	Read: <i>Total Participation Techniques</i> pages 27 - 57 Due: Letter and Resume
Spring Break		
Week 10 4/8	Exceptional Students Presentations Lesson Design Workshop	Due: Matrix Assignment
Week 11 4/15	RTI; SST; 504 and IEPs Special Education	Read: Articles on CC Due: Lesson Plans
Week 12 4/22	Learning Modalities Interactive Modeling	Read: <i>Total Participation Techniques</i> pages 58 - 102 Read: Articles on CC
Week 13 4/29	TPTs for Assessment IEP Discussion	Read: <i>Total Participation Techniques</i> pages 103 - 120 Due: IEP Observation
Week 14 5/6	Teaching as a profession	Due: Effective Teaching Strategy Cards