

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION  
**EDMX 512 Elementary Teaching and Learning II**  
Section 01 crn 25793 Mondays 7:30a-3:00p 3 units  
Twin Oaks Elementary School Campus Room 32

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### 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 Prerequisite

EDMS 511 and Consent of Program Coordinator

### 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 COE Governance Community, October, 1997.*)

### Required Texts

- Hardman, M., Drew, C. & Egan, M. (2011). *Human exceptionality: School, community and family* (10<sup>th</sup> 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)
- Rosenberg, M., O'Shea, L. & O'Shea, D. (2006). *Student teacher to master teacher: a practical guide for educating students with special needs*. (4th Ed.) Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall. ( 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* (2<sup>nd</sup> ed.). Alexandria, VA: ASCD. (Repeat use text from EDUC 350)
- Lemov, D., (2010) *Teach Like a Champion*, San Francisco, CA: Jossey Bass Teacher Publication.

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

### Recommended Texts

- Raimes, Ann. (2011) *Keys for writers* (4<sup>th</sup> Ed.) Boston, MA: Wadsworth

### **Required TaskStream Enrollment and Postings**

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s).

Enrollment fees are paid by going to [www.taskstream.com](http://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, find the Self-Enrollment area and click the **Enter Code** button. Then enter **preliminary** at 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 your TaskStream home page upon log in. Be sure to make note of enrollment name and password. Plan to enroll by the end of the first week of class.

## **STUDENT LEARNING OUTCOMES, TPES, TPAS, AND ENGLISH LANGUAGE AUTHORIZATION**

Credential candidates learn and apply understandings of philosophies and methods of teaching and learning, methods for infusing technology into the curriculum, and key concepts and procedures for differentiating instruction for all students including students learning English and those with specialized educational needs.

### **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.

### **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 may view a full text of the TPEs at

<http://www.csusm.edu/education/eportfolio/eportfolio.html> and find TPA info at

<http://www.csusm.edu/education/CalTPA/CalTPA.html> In both EDMX 511 and 512, as well as other advanced coursework, candidates are required to address the TPEs with emphasis upon:

### **TPE 6D – Developmentally Appropriate Teaching Practices for Education Specialists (Sp Ed Matrix, IEP, Chapter)**

*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 (One month Curriculum Map/Unit Plan, Journal Entries, Circle of Courage strategies)**

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 (On-campus tutoring for elementary students in addition to CP placement)**

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 (One-Month Plan, IEP Simulation, Chapter Presentation)**

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 candidates with 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 addressed during the seminars. Attendance at TPA seminars will greatly contribute to candidate success on this high stakes assessment. Additionally, classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit

designs) in order to support and ensure candidate success on the TPA and more importantly in the CSUSM credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the School of Education website provided at the website: <http://www.csusm.edu/education/CalTPA/CalTPA.html>

### **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)*

### **SB2042 Multiple Subject Preliminary Program Standard 8A(e): Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates: Physical Education**

During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in physical education. They guide students in achieving the goals of the development of a variety of motor skills and abilities in students, developing student recognition of the importance of a healthy lifestyle, developing student knowledge of human movement, student knowledge of the rules and strategies of games and sports, and student self-confidence and self-worth in relation to physical education and recreation.

## **ADMINISTRATIVE REQUIREMENTS AND POLICIES**

### **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 COE 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". 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **All University Writing Requirement**

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This is met through written assignments, posted in the Cougar Course online companion class.

### **CSUSM Academic Honesty Policy**

Candidates 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.

Candidates 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 altogether.

### **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 or speak directly to the instructor.

### **Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, 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 may be submitted in hard copy as well. Details will be provided in class for each assignment.

### **Electronic Submissions of Assignments**

This course is paperless. All assignments are to be turned into the Cougar Course (online electronic companion course complement, using the Moodle platform) on time. Points will be deducted for late submissions as the preparatory work is essential to the discussions conducted in this course. Be certain to submit all assignments in MSWord, 12-point type, in Times New Roman font.

### **Electronic Communication Protocol:**

Electronic correspondence is a part of all candidate professional interaction. When candidates in this course 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, or with excessive typos, slang, or brevity often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and online 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. Re-read, re-think and revise BEFORE clicking 'send'.

Considerations::

- 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 speak with the author in person in order to correct any confusion.

## COURSE AND GRADING REQUIREMENTS

All candidates will come prepared to class. Readings and assignments are listed on the dates on which they are due in the course schedule. All required work is expected to be submitted to the assignment portal in Cougar Courses on time. Exceptions will be handled on a case-by-case basis, as determined by the instructor. It is expected that students proofread and edit their assignments prior to submission to ensure that the text is error-free, and ideas are logically and concisely presented. **Each written assignment will be graded on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 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, 6<sup>th</sup> edition for citation guidance. Website: <http://www.apastyle.org/>

Person-first language must be used throughout all written assignments. For more specific details about this convention, refer to IDEA: <http://wrightslaw.com/> or <http://www.ncset.org/publications/related/ideatransition.asp>

Grading includes a component of “professional demeanor.” Candidates 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)
- Carefully considered, culturally aware approaches to solution-finding

**The following is an expansion of these expectations regarding effective candidates:**

### **“Generally Accepted Attributes of Highly Effective Teachers”**

(as seen in pre-service programs)

Roberts & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating, & Bachman, 2003; Johnson & Johnson, 1994

- 1) **General class attendance, promptness, participation:** on time, respects time boundaries (i.e., breaks), regular attendance, and actively participates.
- 2) **Attention to classroom discussion protocols:** respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others’ perspectives and finding common ground, genuinely encourages all to participate.
- 3) **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one’s roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others’ ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
- 4) **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
- 5) **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others’ perspectives as valid; works to include all “voices” in the classroom; is aware of/responsive to issues and behaviors that might marginalize colleagues in the classroom.

- 6) **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; “bounces back” easily; can work calmly under stress.
- 7) **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

### Assignment Overview: Type & Point Spread

Journal Entry/Tutoring Session Reflections	Indiv	14 points
In- depth Sp Ed Topic In depth Presentation	Indiv	15 points
Circle of Courage Foundation/ Analysis	Group/Indiv	10 points
SpEd Characteristics & Resource Matrix/Manual	Group/Indiv	10 points
Year-Long Curriculum Map	Group/Indiv	10 points
IEP (& 504) Process Simulation	Group/Indiv	16 points
One Month Curriculum Map/Unit Planning Calendar	Group/Indiv	15 points
Attendance/Participation & Prof. Effectiveness		10 points
TOTAL		100

### Grading Scale

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	

### 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.

#### Circle of Courage Analysis

**10points**

Candidates will gain philosophical and foundational perspective regarding various approaches to practicing inclusion, including the psychodynamic, the ecological, the sociological and the behavioral views regarding how instruction and learning occurs in US classrooms today. This is a twofold assignment; both a personal reflection as well as a submission in the form of a comparative chart, which includes definitions of the 4 aspects of the research and is completed as a group by practicing consensus building.

### **Characteristics & Strategies Resource Matrix**

**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.

### **Year-long Curriculum Map**

**10 points**

This activity will be completed by table groups of three or four candidates. After each group completes the large draft plan, then create an individual final copy of the year-long plan and submit to the Cougar Course. Each student will submit the year-long planning grid, but the grid itself is a team effort. This kind of planning is often a group effort at schools, so teams will benefit from a *hands-on, minds-on* activity that will retain an authentic quality.

### **IEP Process**

**16 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**

**15 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 4 to 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**

**10 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 on 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 equipment. 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 recreational use of computers during class and that laptops will be put away at the request of the instructor. Of course, participation also includes the extent to which candidates participate in class discussion, interact with colleagues, instructors, and submission of all discussion to forums and session reflections **on time**.