

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION

EDEX 639: Using data Based Instruction to Improve Instruction and Learning

Fully Online course, with 3 required class meetings:

Mon, 1/30/12 from 4:30-6:30 in KEL 5102 for Orientation; Mon, 3/05/12 from 4-7 in KEL 5102 for Midterm;
and for Final Poster Session Presentations, on Monday 5/07/12, 4:30-7, KEL 5102

SPRING 2012

Section 1: 21203 Section 2: 21214

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Office Hours: By appointment; virtual online hours for this course: Tuesdays 10-2 pm

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).*

COURSE DESCRIPTION

EDEX 639: Using Data-Based Instruction to Improve Teaching and Learning is intended for practicing general and special education teachers in K-12 schools who are interested in learning *best practices* in educating students with learning challenges, including those students specified by IDEIA, students who are English learners, and students with gifts and talents. EDEX 639 will also support you as you document your competencies for meeting the needs of students from ethnically/linguistically diverse cultures who qualify for special education.

EDEX 639 will show you how to meet the competencies for the Level II Education Specialist Credential in California. (Note: Keep track of your work; you will be asked to show evidence for these competencies at the end of the course!) Another 'bonus' of this course is, by virtue of completing most of the course *online*, you will also demonstrate technology-related competencies.

The broadest goal of this course is to empower you to work individually or as members of a team to design, implement, evaluate, and redesign instructional programs for students with special education needs, so as to increase students' abilities to learn, live, and prosper in the most appropriate and inclusive instructional environment possible.

The overall purpose of the course is to use the framework of Collaborative Action Research to help you discover the interrelationships among instructional methods and materials; and the academic and social interactions of learners with exceptional needs. Indeed, you'll learn to avoid those instructional management systems that literally produce maladaptive behaviors!

Course Prerequisites

This is a required Level II credential and MA track course. Students must be admitted to the Level II program and have completed or be concurrently enrolled in EDEX 660. Participants in EDEX 639 must have a teaching credential and a public school teaching position. As such, they have already met the Teacher Performance Expectations of the State of California and this college

Course Objectives

Candidates will:

1. List and explain effective instructional organization and delivery strategies.
2. Relate research-based literature to effective instructional organization and delivery strategies.
3. Diagnose and assess student learning prior to instruction to a) understand the nature of students' special education needs, and b) determine appropriate level of difficulty.
4. Design effective instructional organization and delivery strategies to improve student learning.
5. Design a measurement system to:
 - a) assess a targeted student's learning during instruction,
 - b) monitor student progress,
 - c) make data-based decisions,
 - d) alter instructional strategies as needed, and
 - e) summarize results using a professional reporting system.

Unique Course Requirements

EDEX 639 requires students to complete an online Human Subject Protection and Education for Research tutorial course as part of the first modules. This will result in a certificate for the 639 candidate to observe, collect data and adjust the student environment and instruction with the intention of improving student learning.

The online analog of class attendance is comprised of composing and submitting essays to address questions in the course assignment drop box system to the instructors on a weekly basis; Substantive class discussion on topics as shown by postings to the Discussion Board; Completion of Modules according to the Course Schedule; and visits to the lectures provided within the course.

M. Ed. and Level II Education Specialist candidates are expected to prepare essay responses that show integration of course lectures, relevant aspects of course texts, and selected (by the candidate) relevant research articles from professional journals.

The emphasis in EDEX 639 is on outcomes. Instructors rely on a mastery teaching and learning process, and are available to coach/teach explicitly how to write at the graduate level. Candidates may revise and resubmit their written work within given time limits, based on corrective critiques from the instructors. Not all assignments will receive critiques

Required Texts

-Selected sections of Lovitt (2007) will be assigned, along with abstracts of research related to a variety of effective teaching practices. These have been provided for you inside the WebCT course by your instructor.

-Abstracts and lectures by Ann Nevin, Jacque Thousand, Leslie Mauerman and Toni Hood are available within the course and do not require additional text purchases.

As professional educators, there is an expectation that course participants will continue to select and compile other sources (favorite web sites, CDs, videos, curriculum materials, and textbooks) to enhance their growth in areas of personal interest to them. This is a pivotal portion of the course; amassing viable resources is a requirement for this course.

The following texts have been selected to address a wide range of examples of applying researched best practices to various academic subjects (Lovitt), as well as a wide range of examples of action research in schools and communities (Sagor). They are seminal works, which bear the burden of time well.

1. Lovitt, Thomas (2007). *Promoting school success*. Austin, TX: PRO-ED.
2. Sagor, Richard (2000). *Guiding school improvement with action research*. Alexandria, VA: Association for Supervision and Curriculum Development. Alexandria, VA
3. Lovitt's *Appendix A* – This is *only* available as a link within our 639 online (Cougar Courses) course. It is NOT available in the bookstore. You may choose to print a copy of this reference, as you will need to refer to it during the course. If you do, enlarge the text view to 125% for the best resolution. All other lecture readings have been prepared and are presented within the weekly modules of the course.

Recommended (non-required) Texts & Resources

1. Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional lives: Special education in today's school* (6th ed). Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
2. Villa, R. A. and Thousand, J. S. (2005). *Creating an inclusive school* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
3. Thousand, J., & Villa, R. (2000). *Restructuring for caring and effective education: Piecing the puzzle together* (2nd ed.). Baltimore: Paul H. Brookes.

Bloom's Taxonomy: <http://www.officeport.com/edu/bloomq.htm>

California Content Standards: <http://www.cde.ca.gov/be/st/ss/>

BTSA/Level II interfaces—see web course resources or: http://www.btsa.ca.gov/ba/profdev/toolkit/SE_Toolkit.html

Current Level II/BTSA Induction Information: <http://www.btsa.ca.gov/ba/progforms/docs/Req-Pgm-Comp-Induction-Ed-Spec-II.doc>

Writing Criteria/Support: <http://www.apastyle.org/faqs.html> ; <http://depts.washington.edu/psywc/handouts/pdf/APApaper.pdf>

Additional Websites for educational/academic/professional resource:

- CAST Universal Design for Learning: Differentiated Instruction http://www.cast.org/publications/ncac/ncac_diffinstruc.html
- Enhancing Learning with Technology: Differentiating Instruction <http://members.shaw.ca/priscillatheroux/differentiating.html>
- Technology and Differentiated Instruction Web Resources <http://k12.albemarle.org/Technology/DI/>
- OSBI Toolkit 9 Differentiated Instruction Using the Grow Network <http://sbci.cps.k12.il.us/professional.html>
- Differentiation of Instruction in the Elementary Grades (<http://www.ericdigests.org/2001-2/elementary.html>)

- Transition to Adult Living www.calstat.org/publications/pdfs/Transition_final_08.pdf
- CalSTAT - California Services for Technical Assistance & Training www.calstat.org
- CARS+ website www.carsplus.org
- California Dept. of Education Special Ed. Resources www.cde.ca.gov/sp/se/sr/selinks.asp
- CEC Code of Ethics www.cec.sped.org/ps/code.htm
- Response to Intervention www.interventioncentral.org (For more resources, go to RTI_WIRE, download links)
- National Information Center for Children and Youth with Disabilities www.nichcy.org
- RTI Action Network www.rtinetwork.org
- San Diego County Office of Education RtI² home page www.sdcoe.net/rti/?loc=home
- Wrights Law www.wrightslaw.com

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-General Education

The course objectives, assignments, and assessments have been aligned with the CTC standards for Educational Specialist 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 Level II Standards as you progress through the Level II Program

General Education 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/ProgramMaterialsTPA.html>

Level II Education Specialist Standards for Advanced Special Education Credential

EDEX 639 is a required course in the Level II Mild/Moderate Education Specialist Credential Program. In this course, participants must demonstrate competency in Level II Standards #13 and 19. To meet these standards, the Candidate will:

Standard 13: Data-Based Decision Making (Case Study Analyses and Project Homepage)

- use assessment analysis to address students' developmental, academic, transitional, behavioral, social, communication, vocational, and/or community life skill needs
- use on-going assessment to monitor student learning and progress
- use assessment data to:
 - develop IEP goals, objectives appropriate to student needs,
 - develop adaptations and instructional plans in content curriculum
 - systematically adjust programs and instruction to promote
 - maximum learning and generalization
- use strategies/tools to self-evaluate teaching/learning + on-going assessment

Standard 19 Mild/Moderate: Curriculum and Instruction

- develop IEP goals, objectives, adaptations, and instructional plans in math, language, arts, literacy, science/health, and social science that are responsive to needs of students with mild-moderate disabilities in various education settings
- develop, select, implement, and evaluate a variety of pedagogical approaches in teaching mathematics, language arts, literacy, science/health and social science across educational environments and activities
- develop, adapt, and modify unit and lesson plans to provide students equitable access to the core curriculum
- demonstrate ways to modify, enhance, and adapt instruction + curricular content
- use supportive technology for curriculum enhancement, adaptation, and accessibility
- facilitate integration in community settings for students with mild/moderate learning needs.

Note: Given the applied *individualized* nature of the Collaborative Action Research process that results in a Data Based Instruction Project, the candidate may demonstrate additional competencies for other Level II standards. It is the responsibility of the candidate to identify those and obtain validation (e.g., through Portfolio verification from the course instructor). For example, the DBI Project may focus on transition planning for a student with complex behavioral and emotional needs. *In this case, the candidate will be demonstrating additional competencies for Standards 14 and 16. Standards 15 and 20 are also commonly identifiable and valid as competency artifacts.*

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.*)

The SOE attendance policy states that “students are expected to attend all classes and participate actively”. As you set your schedule for time you will devote to your online class, it is advisable to choose one consistent time to “attend” class. This course is **asynchronous**. You are learning on your own time, yet have obligations to the course timeline and to other students within the class. Please see the breakdown of time online expectations. Your participation score is derived from online time log, which is recorded every time you log into class. A full 10 points are connected to the online time to ensure adequate online navigation and participation.

“Please call or email the instructor when you are unable to attend class or when you will be late”—*for this online class, this may apply to your small group meetings with colleagues.* It is the policy of the CSUSM School of Education that any student who does not sign into the course for 80% or more of class time may not receive a passing grade for a course. All online time is recorded, including articles and assignments read, conversations on discussion board and chat room, plus course mail and assignment submission time.

EDEX 639 is a 3-credit, graded, fully online course. It is a graduate class offered by the School of Education at CSUSM. It carries the same responsibilities for graduate level work as any campus-based class. Candidates for the M.A. in Ed. and Level II Education Specialist credential are expected to attend class at least 3 hours per week. The time commitment for preparation at the graduate school level is typically calculated at @ 2-3 hours of study time for each hour of credit each week. That translates to about 6-9 hours of preparation time for a 3-credit-hour course. In other words, this course will require a *minimum* of 135 hours. Please do not neglect this and be disappointed with your final grade as a result.

For EDEX 639 online, keep in mind that all online activity is automatically logged and recorded. This is absolute data, which will result in a score based upon specific activity in the course. Leaving your computer logged on to 639 overnight will record in the course (and be flagged) as inactive, non-participatory hours. The following guidelines will apply:

If attendance is between 80-100% of required online time, then the participant can earn an A.

If attendance is between 70-79% of required online time, the highest grade the participant can earn is a B.
If attendance is between 60-69% of required online time, the highest grade the participant can earn is a C.
If attendance is less than 59%, the grade automatically becomes an F.

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 Disabled 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

1. **Maintain access to a reliable/dependable computer** with current applications uploaded and available for use. CSUSM houses numerous free computer labs for this purpose, and any campus computer will suffice.
2. Print and post a copy of the course schedule near the computer where you will “attend” class on a regular basis.
3. **Always use “Person-First” language** in *all written and oral assignments and class discussions*. 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>
For example, say, “Student with Autism” rather than “Autistic student.” Say, “Juan who lives with cerebral palsy” rather than “my CP student.” Also refer to this commentary for further details: <http://www.kidstogether.org>
4. **Word-process all written documents. Save/Keep a copy of all work.** You need these copies for your records and future use as potential professional portfolio entries.
5. Complete/submit assignments on due dates for full credit—but late is better than not at all.
6. Readings and homework assignments are listed on the dates on which they are due. .
 - a. If you have extraordinary circumstances that impact completion of your assignments, advise the instructor in advance.
 - b. Any time that you have questions or concerns, please contact the instructor immediately, via course mail AND outside email: Imauerma@csusm.edu .
 - c. Assignment due dates are *real*.
 - i. Late assignments will **not** receive full credit.
 - ii. Unless *prior* instructor approval is secured, assignments will not be accepted three days after the due date.
7. It is expected that students will proofread and edit their assignments prior to submission.
 - d. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The depth of analysis and breadth of synthesis and application will determine a score. Please see performance rubric for all written assignments.
 - e. The grade of any assignment will be negatively affected as a result of this oversight.
8. Scoring for this online course will also include a component of “professional dispositions and demeanor.” Students will conduct themselves at all times in ways that are generally expected of those who are in or entering the education field and the teaching profession. This includes but is not limited to:
 - On-time arrival and full attendance to three class sessions;
 - Advanced and complete preparation of readings;
 - Timely submission of assignments;
 - Demonstration of respectful, positive interpersonal communication and participation with classmates, instructors, and school personnel in all settings (e.g., whole group, small group, in/outside of class); see Netiquette article in Module Zero
 - Carefully considered, culturally aware approaches to solution-finding and lesson design.
9. Select a class “buddy” to ensure you receive information if you miss all/part of a meeting. For online classes, arrange an online check in time with your buddy, for prompting and reminders. Note contact info here:

Buddy: _____ Telephone: _____

E-mail: _____ Fax: _____
 Address: _____

Grading Standards

A (95-100 points)	A- (90-94 points)
B+ (86-89 points)	B (83-85 points)
B- (80-82 points)	C+ (79-80 points)

- A (Excellent):** Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good):** Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.
- C+ (Satisfactory):** Performance at an adequate level, meeting basic objectives and requirements of the course.

NOTE: The minimum acceptable grade for a course in the professional education sequence is "C+." A "B" average must be maintained. (CSUSM General Catalog)

Performance Rubric

- 5--**Response is made to all elements of Assignment. Evidence of thorough comprehension of literature; there is professional application of a variety of sources, including personal experiences; noteworthy
- 4--**Response is made to almost all elements of Assignment. Evidence of specific comprehension of literature and active application of topics and resources is clear. Personal experiences are referenced.
- 3--**Response is made to some elements of Assignment. Evidence of limited comprehension of literature and application of sources is apparent. Personal experiences may or may not be referenced.
- 2--**Response to elements of Assignment is cursory. Comprehension of literature appears vague, limited application of sources may only center on personal experiences. Part of the response may be incorrect or underdeveloped.
- 1--**Response to elements of Assignment is incomplete as well as comprehension. Many parts of the response may be incorrect. Minimal effort/on time or late; sketchy comprehension of the literature.
- 0--**No credit for work not done/not attempted

Assignment	Point Value
Brief Bio, Photo, TS acct and NIH Mini-module (Mods 0 & 1)	6
11 Course Learning Modules @ 4 pts. ea.	44
1 Course Learning Module @ 6 points (Mod 10b- Exec Sum.)	6
1 Course Learning Module @ 8 points (Mod 12-Case Studies – Final)	8
2 Professional Contributions (PCs) @ 2 pt ea. PLUS one value added response	4
2 Web Based Resources (WBRs) @ 2 pt ea. PLUS one value added response	4
Orientation and Midterm Conference, 5 points each	10
Professional Poster Presentation—Final Session	8
Online Participation (automatically logged) & Professionalism	10
Total	100 points

Learning Modules

The Learning Modules are the core of this course progression and contain at least one assignment per week for every week of the term. Frequently, there is an entry to the long-term assignment, the ongoing Student Home Page project, occurring concurrently with a short term discussion assignment. Close attention must be paid to the course schedule in order to ensure your success.

The Learning Modules are intended to accomplish two major instructional outcomes: The first is to ensure that active learning takes place—even online. The literature and research on cognitive development is clear about the need for actively engaging the cognitive processes. The second is to "model" or demonstrate several *types* of learning modules,

each designed to actually *accommodate* a specific learning need. For some weeks, we have provided choices; another "best practice" which current research indicates is related to increased achievement, for modes of task completion.

Time Management is the key to your success in this course! Participation in this online course is critical to your success. A repeat of the policies outline in the attendance area is warranted: A typical 3-credit graduate class meets for 3 hours for each of its 15 class sessions to guarantee you 45 hours of instructor—student contact time. For each one hour of class, students are expected to spend a minimum of 2 additional hours, or a total of at least 90 hours, preparing and studying. The grand total is 135 hours (45+90 = 135). Students will need to distribute 135 hours of learning time thoughtfully and carefully to complete the work.

The Tentative Course Schedule provided below demonstrates the 'reasonability' of completing course assignments within the course time frame. Remember, as stated this course is asynchronous, that is, class does not meet online at a certain time, as a rule. You are learning on your own time, yet there are time limitations within a university semester structure, and you will set up specific appointments with classmates to complete group work online together.

As mentioned, through the online analog, your instructors are able to track dates and times of your course attendance, and the course pages visited. Instructors will use this data to assist in evaluating your course participation. Remember that one of the keys to success in 'distance learning' is time management. If there are conflicts, notify the instructor immediately.

Instructor Response Time

Generally, your instructor(s) will provide you with answers to questions submitted via the Course Mail and/or Discussion Board on a **weekly** basis. Though instructors are frequently online much more often than this, please keep in mind that instructors do not approach this class on an all-day-every-day basis. We encourage and watch for evidence that students demonstrate a consistent approach to the class, utilizing collaborative, positive, professional inquiry and problem-solving approaches. The Study Guides are specifically designed to foster collaboration and to encourage students to help other students on the Main Discussion Board. ALL written entries by students are visible to the instructor.

All University Writing Requirement

CSUSM requires that all students meet the writing criteria of a minimum of 2500 words per course. In EDEX 639, the WebCT learning module assignment submissions, TaskStream postings, as well as the online discussion postings shall serve to meet this requirement: All assignments may be found in the online class syllabus with performance rubrics.

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 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.

Use of Technology

Students are expected to be responsible for and to demonstrate competency in the use of various forms of technology, including, 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, and for online courses, all students are required to read the Cougar Courses Student FAQ page BEFORE entering the course or asking for help with general access. This address is <http://cc.csusm.edu/mod/resource/view.php?id=226073>. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online. Details will be given at the required orientation meeting in class.

Electronic Communication Protocol

Electronic correspondence is a part of any professional interaction. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received emails in a timely manner, If your need is urgent, please email me on my csusm.edu account. Please be reminded that e-mail and online 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 email 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.

In addition, this course requires candidates to read and reflect upon a brief course in Netiquette.

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. In EDEX 639, there is a Netiquette link for students to read and complete. EDEX 639 students will be required to view a Netiquette course.

Tentative EDEX 639 Schedule/Course Outline

2012 Spring Term – Leslie Mauerman

While this syllabus has been carefully planned , there may be minor changes due to technical needs.

Schedule/calendar available at the orientation