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Mission Statement of the School of Education, CSUSM

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)*

> The California Faculty Association is in the midst of difficult contract negotiations with the CSU administration. In response to the CSU's stance, it is possible that the faculty union will call for a one-day strike or other work stoppage. When a decision for such action has been reached, you will be informed about the decision and of any disruption to the posted schedule.

Course Description Elementary Teaching and Learning I

Focuses on developing a preliminary understanding of learning theory and instructional practice in technology integrated and inclusive elementary classroom. *This course is aligned with California's SB 2042 Standards.*

Prerequisite:
Consent of Program Coordinator.

Course Objectives
The purposes of this course are threefold:
- to expand pre-service candidates knowledge about general learning theories and experiences with a 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 a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Required Text

- 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.

- Lemov, D. (2010). *Teach Like a Champion: 49 techniques that put students on the path to college*, with DVD, Jossey-Bass, San Francisco, CA.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development. (**Available as an e-book online. Connect at this site:** http://pac.csusm.edu/search~S5?/atomlinson/atomlinson/1%2C27%2C52%2CB/frameset&FF=atomlinson+carol+a&1%2C%2C8.)

Recommended Text

- Villa, R. A. and Thousand, J. S. (2005). Creating an Inclusive School (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. (**Also used in EDUC 350)**

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)

Candidates' Learning Outcomes

Candidates will develop a Lesson Design to be used in future coursework. The Lesson Design includes content standards, assessment, student activities, and instructional strategies with differentiation for English Learners, students with special needs, and GATE students. Candidates will become familiar with the (1) Student Assistance Team (a.k.a. Student Success Team) process and the role of classroom teachers, and (2) classroom management strategies, with emphasis on diverse learners. Candidates will observe elementary students to prepare for focused observation of children as teachers.

Teaching 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 candidates 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.

California Teaching Performance Assessments (CalTPAs)

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teaching performance assessment (TPAs), 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' successful completion of the TPAs, a series of informational seminars are offered over the course of the program. TPA-related questions and logistical concerns are addressed during the seminars. Candidates' attendance to TPA seminars will greatly contribute to their success on the assessments. Additionally, SoE courses use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure candidates' success on the TPA, and more importantly, in the candidates' 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

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. *(Approved: 12/19/97)*

For this class, 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 classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not excuse an absence. All assignments must be turned in on due date even in case of an absence. If candidates miss class in which group work is conducted, they will have 5 points deducted from their grade on that project.

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor privately to ensure confidentiality.

Grading Standards

All candidates 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" each week after that will drop 10% of possible points). 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.

All candidates will use New Times Roman 12 font and double space all written work. It is expected that candidates will proofread and edit their assignments prior to submission. Candidates 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. All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual (6th ed.) for citation guidance at www.apa.org or http://owl.english.purdue.edu/owl/resource/560/01/. Grading will also be affected by "professional demeanor." Candidates will conduct themselves in ways generally expected of those entering the education profession, including:

- 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.

Assignment	Due Date	Point Value = 100 points
Attendance, Participation, Professionalism	Ongoing	10
Reflections	Various dates: see schedule	10
Observation of a Child	2/29	15
Management Plan Matrix	3/7	15
Peer Teaching Demonstration	3/14 – 5/2	15
Lesson Design	4/11	20
Assessment/Peer Teaching Content	5/9	5
Student Assistance Team	5/9	10

Note assignments are due whether or not you are present in class that day.

Grading Scale

A = 93-100	B+ = 87-89	C+ = 77-79		
A- = 90-92	B = 83-86	C = 73-76	D = 60-69	F = 59 or lower.
	B- = 80-82	C- = 70-72		

If you do not earn a C+ or higher in this course - you must repeat the course to earn your credential.
While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words. This will be met through written reactions and reflections related to assigned readings/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 dishonest will be reported to the program coordinator, Dean and Associate Dean and the Dean of Students for the University.

Plagiarism

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University Catalog or your instructor.

Use of Technology:

Candidates 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 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.

PARTICIPATION, COLLABORATION AND PROFESSIONALISM   10 points

Students will engage in active learning each class session, and will be expected
to actively participate, collaborate, and demonstrate professionalism at all times.
- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you "do your share"?
- Are you able to accept others' opinions?   Are you supportive of others' ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others' ideas to be heard?
- Do you show a positive attitude and disposition towards teaching all students?
- Do you exhibit professional behavior at all times and display a "can do" attitude?

Rubric for PCP: Participation, Collaboration and Professionalism

	Excellent	Acceptable	Unacceptable	
Attitude	Always displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Seldom has a positive attitude. Often is critical. Does not offer alternative solutions to criticism.	
Participation	Attends every class, always on time and well prepared, and never leaves early. Gives closest attention to class activities and speakers.	Attends every class, on time and prepared, and never leaves early. Gives most attention to class activities and speakers.	Is not always ready when class time begins. Doesn't give full attention in class; sometimes talks when others are speaking.	
Professionalism	Consistently behaves, talks and works in a professional manner, regardless of task/topic.	Most of the time, behaves, talks and works in a professional manner, regardless of task/topic.	Seldom behaves, talks, and works in a professional manner, regardless of task/topic.	
Collaboration	Consistently listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Most of the time listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Is not always a good team player.	
Contributions	Consistently provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions.	Most of the time provides useful ideas and stays focused. A satisfactory group member who does what is required.	Rarely provides useful ideas; not always focused. Reluctant to participate. Lets others take charge.	
Disposition toward teaching	Consistently demonstrates concern in learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA	Most of the time demonstrates concern in learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the	Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP's, TPE's, and CA	

	Standards for the Teaching Profession (CSTP), Teacher Performance Expectations (TPE), and CA Content Standards.	CSTP's, TPE's, and CA Content Standards.	Content Standards.	
Leadership	Shows strength through leadership in class activities; other students respect you as a leader.	Effectively participates and contributes, but rarely shows leadership qualities.	Does not show leadership in any area of class.	

Clip of the Week (included in Attendance, Participation, & Professionalism)   **1 point**

> Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education (5 minutes maximum). The item may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national, or international issues or connected to topics covered in this class. You will summarize and present the importance of the news for your classmates. Be sure that you make a connection to future teachers in California if the news is from afar. After you present your current event, go to the Cougar Courses site and submit a one-sentence report as the "Current Events" assignment (the date, topic, and source of your report), so that you can receive credit. You must submit your report by May 11.

Reflections/Reading Log   **10 points**

> The reflections provide an opportunity to reflect on learning about teaching through the assigned readings for each session. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Challenge yourself to make personal, community, and global connections to the content and to take advantage of educational and cultural opportunities on campus. Entries should be one page in length. A sample is provided in Cougar Courses. Log entries for Wednesday's class must be submitted via the Cougar Courses site by the *prior* Monday at 11:55 PM. See the schedule for readings. The log will be graded holistically; you will either receive full credit or none.
>
> No credit will be given for late submissions of reading logs. In extraordinary circumstances, if you do not have access to Cougar Courses for a timely submission, you may email the log entry to me by Monday, at 11:55 PM at sfreebor@csusm.edu

Observation – Child in the classroom   **15 points**
Learner Outcomes: Teacher candidates will write a 3 page paper including:
- apply their knowledge of professional observation skills, including identification of major characteristics of the learning and social behaviors of typical and atypical students
- differentiate between professional and unprofessional observation skills
- record what they observe by identifying the students educational needs
- write up their observation notes with recommendations for curriculum and instructional implications

| **Assessment:** | Teacher candidates will apply their knowledge of professional observation skills and curriculum and instructional strategies |

1) to observe a student (not in a SDC or RSP pull out program)
2) take objective notes on the student's behavior, and
3) write up a report summarizing the observation and make educational recommendations for the student.

Task Guidelines
1. Identify a student to observe.
   Chose a child that represents a non regular education student: English Learner, student that is an accelerated learner, student who has a special education label under IDEA or ADA, or has participated in a SAT)
   Make sure the teacher understands that you are not helping in the classroom during this observation.
2. Observe the student for 60 minutes (must include learning activities)
3. It is NOT REQUIRED to see the student's records. These are confidential and you may not have access. If you are able to read the child's record include that in your background report.
4. Remember to keep all information about your student confidential. Use pseudonyms (false names) for the child, the child's teacher and the school.
5. Write Student Data: Part I of Report.
   (This part of the report is only a documentation of what you see and hear. DO NOT include any opinions.)
6. Write Observation Summary & Recommendations: Part II of Report

Management Plan Grid   15 points

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

Peer Teaching Demonstration   15 points

You are required to sign up to present a lesson about an important classroom management theorist or approach for one class session. There will be a list of possibilities available to choose from in class. You will work in groups of 3 to prepare a 15-20 minute learning activity. The activity should engage the class and allow us to examine and apply the content in a meaningful way using at least 3 specific techniques from the text *Teach Like a Champion*. The activity will include objectives and assessment. You will also be required to turn in 2 assessment questions (one in a short answer format and one in another format) that may be used for the final assessment at the end of the course. You will find a guide for peer presentations in the Cougar Course shell for this class. Follow this guide to complete your assignment.

Assessment/Peer Teaching Content   5 points

There will be a final written assessment based on the assessment questions that were submitted from each Peer Teaching Demonstration.

Lesson Design   **20 points**

Learner Objectives: Teacher candidates will be able to design a lesson that differentiates content, process and product to maximize learning for students with diverse needs. This lesson plan will focus on reading comprehension. This will prepare the candidate for the TPA final assessment.

Assessment: In groups of 4 teacher candidates will write a universal lesson plan that differentiates content, process, and product for students learning English, students who are accelerated learners, and students with special needs. **Candidates who do not participate in the group preparation during class time will have 5 points deducted from their grade.**

Preparation: Before beginning assignment, teacher candidates read the following resources and demonstrate the ability to complete the prerequisite skills.

Prerequisite skills:
- Teacher candidates are able to write a lesson design using lesson format that is provided.
- Teacher candidates are able to differentiate curriculum and instruction based on content, process, and product
- Teacher candidates are able to use information about students' readiness range (skills, reading, thinking & information), learning profiles, interests, talents, and culture to differentiate curriculum and instruction. [Thousand, J.S, Villa, R.A., & Nevin, A. I. (2007)]
- Teacher candidates are able to identify strategies to meet the needs of:
  - Students learning English (including differentiation for Beginning, Intermediate, and Advanced levels)
  - Students who need special education support under IDEA, IDEIA, ADA, Grant & Gillette (2006), Turnbull, Turnbull, & Wehmeyer (2010), and Villa & Thousand (2007)

Task Guidelines
1. Design a lesson using lesson design format.
2. Describe what you know about the learners and their context in detail. When describing students who are learning English and their levels of language acquisition, students who are accelerated learners, and students who need special education supports under IDEA &/or ADA include, readiness range (skills, reading, thinking, and information), learning profiles, interests, talents, and culture for all students.
3. Design a differentiated lesson plan. Consider the lesson you are revising, what content, process, and products does the lesson incorporate? How could you revise the lesson to differentiate the content, process, or product for your students learning English, for your accelerated learners, and for your students with special needs? Address their individual needs based on their readiness (skills, reading, thinking & information), learning profile, interests, talents, and culture.
4. Plan Implementation. All students need to feel comfortable and supported to maximize learning. What will you do to create an environment so the whole community values differentiation?

Student Assistance Team (SAT) Process   **10 points**

Learner Objectives: Knowledge and skill in conducting and participating in the Student Assistance Team general education pre-referral process

Assessment: Teacher candidates in groups of 4 will apply their knowledge of the SAT processes completing the SAT packet and participate in the simulated SAT. **Students who do not participate in the group preparation or simulation will have 5 points deducted from their grade.**

TASK AND GUIDELINES

Objectives
- demonstrate knowledge of the use of the SAT model
- recognize the various roles of the SAT members
- examine support options for students based upon their unique individual characteristics
- understand the use of pre-referral strategies and interventions to assist the child in class
- clarify the initial procedures involved in identifying students for special education support

Preparation
- Complete the Pre-referral/Triad packet with observed characteristics of the student's behavior and learning or behavioral challenges, how the child's characteristics affect school performance, and possible strategies for supporting the student. (use *Pre-referral Intervention Manual* for reference)
- In groups of 4 meet with your Triad model and discuss your student. (teacher, facilitator, parent, and referring teacher)
- Complete the SAT Summary Sheet with each column filled out in items that would be covered in an SAT.
- Part of the packet will address the needs of the child that your group created as well as information from your text books and web sites you visited to complete your understanding of your child and areas that you need to address as a teacher. The web sites will provide information about the challenging student characteristic and strategies for supporting the student.

EDMS 511-B - Tentative Course Schedule - Spring 2012
(Instructor reserves the right to modify this schedule as needed)
TLC=Teach Like A Champion   EL= Exceptional Lives

Day	Date	Topics	Readings Due	Assignments Due
1	1/23	**Introductions and Class Overview** Review of key syllabus elements Text preview and readings	Syllabus Read TLC Introduction p. 1-23	Bring required textbooks to class Bring your own culture bag to class. Check in to Cougar Courses
2	1/30	**Setting High Academic Expectations** Peer Teaching assignment & Lesson Design Overview	Read TLC Ch. 1 Read EL Ch. 1 p. 30-31	Reflection: Ch. 1 Due
3	2/6	**Planning That Ensures Academic Achievement** Standards and Objectives Lesson Design Workshop	Read TLC Ch. 2	Reflection: Ch. 2 Due
4	2/13	**Structuring & Delivering Your Lessons** Lesson Design Workshop	Read TLC Ch. 3	**Observation of a Child Due** Reflection: Ch.3 Due
5	2/20	**Engaging Students in Your Lessons** Conceptions of knowledge / understanding Lesson Design Workshop	Read TLC Ch. 4	Reflection: Ch. 4 Due
6	2/27	**Creating a Strong Classroom Culture** **Classroom Description** Lesson design workshop	Read TLC Ch. 5	Reflection: Ch. 5 Due

7	3/5	**Setting & Maintaining High Behavioral Expectations** Backward Design Forms of assessment Lesson design workshop	Read TLC Ch. 6	**Management Plan Grid**
8	3/12	**Differentiation For ELLs** Lesson design workshop	Tomlinson (e-book): Forward, Ch. 1 & 2 Turnbull Ch. 1Read	Peer Teaching Demonstration #1
9	3/21	Spring Break		
10	3/26	**Differentiation for Special Education** Lesson design workshop	Tomlinson (e-book): Ch. 3-5	Peer Teaching Demonstration #2
11	4/2	**Group work: Lesson Design** Lesson design workshop	Tomlinson (e-book): Ch. 6 & 7	Peer Teaching Demonstration #3
12	4/9	**RTI**	http://www.rtinetwork.org/k-5 RtI Module (provided by instructor)	**TPA Lesson Plan Due**
13	4/16	**Teacher as professional:** Managing student/teacher stress	Read EL Ch. 2	Peer Teaching Demonstration #4
14	4/23	**SAT/SST**	Read EL Ch. 3	Peer Teaching Demonstration #5
15	4/30	**Preparation of Mock SAT**	Read EL Ch. 4	Peer Teaching Demonstration #6
16	5/7	**Mock SAT** Course Evaluation		**Final Assesment** **Mock SAT/SST**