

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

**EDEX 639 Using data Based Instruction to Improve Instruction and Learning...**

**Fully Online WebCT course, with 3 required F2F class meetings:**

Wed, 9/3/08 from 5:30-7:00 in ACD 203; Wed 10/29/08 from 5:00-7:00, location TBD;  
Poster Session Presentations Thurs 12/11/08, 5:00-7:00, location TBD

**Fall 2008**

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**Office:** UH 456

**Office Hours:** By appointment on Thursdays; virtual online hours every Wednesday 10-1 pm

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**College of Education Mission Statement**

The mission of the College 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).*

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**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 by Ann Nevin, Jacque Thousand, Leslie Mauerman and Toni Hood are available within the course.

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.

The following texts have been selected because of the 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 (1992). *How to Conduct Collaborative Action Research*. Alexandria, VA: Association for Supervision and Curriculum Development.

3. Lovitt's *Appendix A* – This is only available as a link within our 639 WebCT course. It is NOT available in the bookstore. Please print a copy of this reference, as you will need to refer to it frequently during the course. Enlarge the text view to 125% for the best view. All lecture readings have been prepared and are presented in all modules of the course.

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

### **STUDENT LEARNING OUTCOMES**

#### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for 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

#### **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, COE 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 COE website provided at the website provided: <http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp>

#### **Interface with Level II Education Specialist Standards**

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
- o use strategies/tools to self-evaluate teaching/learning + on-going assessment

### **Standard 19 Mild/Moderate: Curriculum and Instruction**

- o 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
- o 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
- o develop, adapt, and modify unit and lesson plans to provide students equitable access to the core curriculum
- o demonstrate ways to modify, enhance, and adapt instruction + curricular content
- o use supportive technology for curriculum enhancement, adaptation, and accessibility
- o 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 show additional competencies from other 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.*

### **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. 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 COE 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 15 points are connected to the online time to ensure 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 applies to your small group meetings with colleagues.** It is the policy of the CSUSM College of Education that any student who does not log 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, as well as assignment submission time

EDEX 639 is a 3-credit, graded, fully online course. It is a graduate class offered by the College 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, the following guidelines will apply:

- If attendance is between 80-100%, then the highest grade the participant can earn is A.
- If attendance is between 70-79%, then the highest grade the participant can earn is a B.
- If attendance is between 60-69%, then the highest grade the participant can earn is a C.
- If attendance is less than 59%, the grade is 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 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.

### **Course Requirements**

1. Print and post a copy of the course schedule near the computer where you will “attend” class.
2. Always use “Person-First” language in *all written and oral assignments and class discussions*. For example, say, “Student with Autism” rather than “Autistic student.” Say, “Juan who lives with cerebral palsy” rather than “My CP student.” – Etc. Refer to this commentary for further details: <http://www.kidstogether.org/pep-1st02.htm>
3. 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.
4. Complete/submit assignments on due dates for full credit—but late is better than not at all.
5. 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](mailto: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.
6. It is expected that students will proofread and edit their assignments prior to submission.
  - a. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented.
  - b. The grade of any assignment will be negatively affected as a result of this oversight.
7. 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 all class sessions; (cyberspace meetings)
  - Advance 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 module.
  - Carefully considered, culturally aware approaches to solution-finding and lesson design..
8. 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 their 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)*

Assignment	Point Value
10 Course Learning Modules @ 3 pts. ea.	30
5 Professional Contributions (PCs) @ 1 pt. ea.	5
5 value-added responses PCs @1 pt. ea.	5
5 Web Based Resources (WBRs) @ 1 pt. ea.	5
5 value-added responses to WBRs @1 pt. ea.	5
Case Study Application Module	11
Executive Summary Module	5
3 Student Project Checkpoint postings @ 3 pts. ea	9
Orientation, Midterm Check, Poster Session 5 pts ea.	15
Participation & Professionalism	10
Total	100 points

## Performance Rubric

- 5--**Response is made to all elements of Assignment. Evidence of thorough comprehension of literature; there is application of a variety of sources, including personal experiences; noteworthy
- 4--**Response is made to most elements of Assignment. Evidence of general comprehension of literature and active application of sources. Personal experiences are referenced.
- 3--**Response is made to some elements of Assignment. Evidence of limited comprehension of literature and application of sources. 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.
- 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
- 0--**No credit for work not done/not attempted

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>

## 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 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, WebCT6, use of the Internet, and/or multimedia presentations. Specific requirements for course assignments with regard to technology are at the discretion of the instructor, and for online courses, all students are required to read the WebCT Student FAQ page BEFORE entering the course or asking for help with general access. This address is <http://courses.csusm.edu/resources/webct/webct6/faq/>. 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 College 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.

**(NOTE - This document contains an embedded page break so that the course calendar can begin on a new page.)**



**Tentative EDEX 639 Schedule/Course Outline**  
**Fall Term 2008**

Week	Checklist To Post and Do	To Read/Write
<b>1</b> 9/3-9/10 (Assgmts due @ midnight before close of week)	1. Check to be certain you are registered @ CSUSM; Obtain personal username and password from Student helpdesk in Kellogg Library, level 2. 2. Purchase texts, read syllabus, PRINT a copy of this schedule. (A really good idea: Hang it over your computer for reference) 3. Read and complete <b>Module Zero: Orientation/Structure</b> tasks 4. Post a Brief Biography (GTKY) on the Discussion Board (DB)	-read the WebCT6 resources: <a href="http://courses.csusm.edu/resources">courses.csusm.edu/resources</a> -Skim through entire course, just to explore. - read Lovitt's Appendix A -Read Sagor text (yes, all of it) -okay to work ahead
<b>2</b> 9/11-9/17	1. Complete tasks in <b>Module One: Beginning Tasks</b> 2. Print and save <b>NIH</b> certification for working with human subjects. 3. Post first <b>Professional Contribution( PC)</b> in appropriate area of the DB—don't forget to read and respond to others (2 pts) 4. Post first <b>Web-Based Resource (WBR)</b> in appropriate area of the DB—don't forget to read and respond to others (2 pts)	-read and complete the NIH course through the link found in this module ( ignore ref to cancer) -read guidelines for Professional Contributions and Web-Based Resource File.
<b>3</b> 9/18-9/24	1. Complete <b>Module Two: Effective Teaching</b> 2. Complete/post <b>Me as a Teacher</b> section to Project Home Page (PHP-and SHP are used interchangeably in the course) 3. Complete/post detailed description of <b>My Teaching Environment &amp; People with Whom I Collaborate</b> in TS Project Home Page 4. Early birds: Possible to decide on learner, academic or behavioral change need, begin intervention?	-read Lovitt Ch 1 – 5 -read/post response to Mod 2 in AD -Log in and begin Student Project on TaskStream (TS) - Okay to begin early: decide on learner, academic or behavioral change goal, begin intervention
<b>4</b> 9/25-10/1	1. Complete <b>Module Three: What IS DBI?</b> 2. Complete/post/ respond to <b>PC #2</b> in DB 3. Complete/post/ respond to <b>WBR #2</b> in DB 4. PHP Posting: <b>Ages/Grade Levels</b> in TS Project Home Page 5. PHP Posting: <b>My Curriculum</b> in TS Project Home Page	-read Lovitt text Ch 6,7,8 -post response to Mod 3 in AD Okay to begin early: decide on learner, academic or behavioral change goal, begin intervention - SHP post on TaskStream (TS)
<b>5</b> 10/2-10/8	1 Complete <b>Module Four: Your Students &amp; Their needs</b> 2. PHP Posting: <b>My Teaching Philosophy, &amp; Descriptions of Learners &amp; Their Needs</b> 3. Sign up for Midterm Small group Conference on 10/29 - decide learner, academic/ behavioral change goal, begin intervention	-read Lovitt Ch 9, 10, 11 ( <i>finish text!</i> ) -read/post response to Mod4 in AD - SHP post on TaskStream (TS)
<b>6</b> 10/9-10/15	1. Complete <b>Module Five: How Does DBI Help Inst Effectiveness?</b> 2. PHP Posting: <b>Description of Learner for Project &amp; Behavior to Be Changed</b> in TS Project Home Page 3. Post Online Check-In #1 by 10/15 on DB 4. Must choose learner, begin intervention, monitoring	-read/post response to Mod 5 in AD -review Sagor Ch 4 and 5 -continue data collection, monitor, modifications? - SHP post on TaskStream (TS)
<b>7</b> 10/16-10/22	1. Complete <b>Module Six: The ABCs and Es of DBI</b> 2. PHP Posting: <b>Monitoring Approaches</b> in TS Project Home Page 3. Complete/post/ respond to <b>PC #3</b> in DB 4. Complete/post/ respond to <b>WBR #3</b> in DB 5. Proofread your PHP print charts, records of student progress so far; prepare for conference; use one of Lovitt's monitoring approaches	-read/post response to Mod 6 in AD -continue data collection - determine if your monitoring approach is effective; try a new approach if not! - SHP post on TaskStream (TS)
<b>8</b> 10/23-10/29	<p style="text-align: center;"><b>Conference Week: sign up for Small Group Visit on DB 10/29/08; Location TBA, 3:30-7:00 pm by appointment</b></p> 1. Complete <b>Module Seven: Analyzing Sample DBI Projects</b> 2. PHP Posting: <b>As, Bs, Cs and Es of My DBI Project</b> 3. Proofread your PHP print charts, records of student progress so far; prepare for conference; use one of Lovitt's monitoring approaches	-read/post response to Mod 7 in AD -continue changes in approach, monitoring data - SHP post on TaskStream (TS)

<p><b>9</b> 10/30-11/05</p>	<p>1. Complete <b>Module Eight: Measuring &amp; Monitoring St. Success</b> 2. Complete/post/ respond to <b>PC # 4</b> in DB 3. Complete/post/ respond to <b>WBR #4</b> in DB</p>	<p>-read/post response to Mod 8 in AD -continue data collection, charting - SHP post on TaskStream (TS) <b>- See Sagor Ch 6 for ideas</b></p>
<p><b>10</b> 11/6-11/12</p>	<p>1. Complete <b>Module Nine: Designing and Evaluating Interventions</b> 2. PHP Posting: <b>Changes in My As, Bs, Cs, and Es</b> 3. Post Online Check-In #2 by 11/12 on DB</p>	<p>-read/post response to Mod 9 in AD -- SHP post on TaskStream (TS)</p>
<p><b>11</b> 11/13-11/19</p>	<p>1. Complete <b>Module Ten: DBI Decisions/Progress reporting</b> 2. Complete/post/ respond to <b>PC #5</b> in DB 3. Complete/post/ respond to <b>WBR #5</b> in DB 4. PHP Posting: <b>DBI Decisions and Progress Reporting</b></p>	<p>-read/post response Mod 10 in AD -- SHP post on TaskStream (TS)</p>
<p><b>12</b> 11/20-11/26</p>	<p>1. Complete <b>Module Eleven: Using Collaboration &amp; Professional Networking to Help</b> 2. PHP Posting: <b>Executive Summary</b> 3. Share your executive summary with a partner; provide feedback for content, mechanics. Use DB area designated for this purpose. 4. Check to be sure all WBRs and PCs are submitted; begin downloading annotated resources for your file.</p>	<p>-read/post response Mod 11 in AD -- SHP post on TaskStream (TS)</p>
<p><b>13</b> 11/27-12/3</p>	<p>1. Complete <b>Module Twelve: Application Case Studies</b> Time-consuming-plan ahead! 2. Prepare display board, following specific protocol instructions in Module 12-watch for update re: location of Poster Session.</p>	<p>-read/post response Mod 12 in AD, using template for assignment</p>
<p><b>14</b> 12/4-12/10</p>	<p><b>Poster Session: presentations DBI project findings display boards</b> <b>Thursday 12/11; 5-7 pm location TBA</b> This presentation will be juried by 2 guest professors. Please plan to bring finger food to share for our 2 hour event</p>	<p>-sign up for snack to bring/share</p>
<p><b>15</b></p>	<p>Post Online Check-In #1 by 12/12on DB <b>Happy, Healthy Holidays to all!</b></p>	<p>Final check-in by midnight 12/12</p>

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

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