California State University San Marcos
College of Education
EDEX 639
Data Based Instruction to Improve Instruction and Learning
Fall, 2003   Online Class   CRN 42006

Instructors: Leslie Mauerman and Toni Hood
Please see WebCT course for   personal information and office hours of availability

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Mission Statement of the College of Education, Cal State San Marcos

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.

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042
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. See "Authorization to Teach English Learners Competencies." (Approved by CCTC in SB 2042 Program Standards, August 02)

Special Education
Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology
This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

COE 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.

The EDEX 639 Online Graduate Course Attendance Policy

The EDEX 639: Using Data Based Instruction is an 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. Ed. are expected to attend class (at least 3 hours per week).

The online analog of class attendance is comprised of composing and submitting essays to address Focus Questions in the Private Mail system to the instructors on a weekly basis; Substantive class discussion on topics as shown by Postings to the Discussion Board; Completion of Modules on a weekly basis; and visits to the lectures provided within the course.

M. Ed. candidates are also expected to prepare essay responses that show integration of course lectures, relevant aspects of the textbooks required for class, selected (by the candidate) relevant research articles in web-based and print-based journals, as evidenced in 1-1 email exchanges with the Professors as well as postings. The time commitment for such preparation at the graduate school level is typically calculated as about 2-3 hours of study time for each hour of credit each week--that translates to about 4-6 hours of preparation time for a 3-credit-hour class.

The emphasis in EDEX639 is on outcomes. The instructors rely on a mastery teaching/learning process that coaches and teaches explicitly how to write essays at the graduate level (and candidates have opportunities to revise and resubmit their essays based on corrective and substantive critiques provided by the instructors). However, the policy (adopted in 1992) is that M. Ed. candidates must attend 80%-100% of their class sessions in order to receive credit in the graduate college. Thus, if there is no substantial evidence documenting online participation at the 80-100% level, then the candidate may not receive a passing grade (no matter how excellent the actual outcomes are).

For EDEX639 online, the following guidelines will apply:

If attendance is less than 59%, the grade is an F.

If attendance is between 60-69%, then the highest grade the participant can earn is a C.

If attendance is between 70-79%, then the highest grade the participant can earn is a B.

If attendance is between 80-100%, then the highest grade the participant can earn is an A.

DBI Course Description

This course is intended for practicing teachers in the elementary school, middle school and high school as well as practicing special educators who are interested in learning "best practices" in educating students with learning disabilities, mental retardation, and emotional handicaps. Also included are the challenges in working with students who are second language learners, students with gifts and talents, and students with multiple handicaps.

EDEX 639 has been designed to support you as you document your competencies for meeting the needs of students from ethnically/linguistically diverse cultures who also qualify for special education. In addition, EDEX 639 supports you to show how you meet the competencies for Level II Specialists Credential in California. Keep track of your work because you will be asked to show evidence for these competencies at the end of the course! Another 'bonus' is that by virtue of completing the course 'online' you will also be demonstrating technology-related competencies.

The broadest goal of this course is to empower participants 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 Objectives

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 the student's special education needs
   b) determine appropriate level of difficulty.
4. Design an effective instructional organization and delivery strategies to improve student learning.

5. Design a measurement system to
   a) assess a special 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

Required Readings

Selected sections of Lovitt (2000) will be assigned along with abstracts of research related to a variety of effective teaching practices. Abstracts by Ann Nevin, Jacque Thousand, and Toni Hood are available: Effective Teaching Abstracts

As professional educators, there is an expectation that course participants will continue to select and compile other sources (favorite web sites, movies, videos, curriculum materials, and textbooks) to enhance their growth in areas of personal interest to them.

Textbook

This book is selected because of its wide range of examples of applying researched best practices to various academic subjects. Lovitt, Thomas. (2000). *Preventing School Dropouts.* Austin, TX: PRO-ED. ISBN 0-89079-824-9

Textbook

This book is selected because of its wide range of examples of action research in schools and communities.

Sagor, Richard. (1992). *How to Conduct Collaborative Action Research.* Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-201-8

Lovitt's APPENDIX

SCHEDULE FOR EDEX 639-DATE BASED INSTRUCTION

Key: DB = Discussion Board   PM = Private Mail

SHP = Student Hompepage

Week of 8/25/03	· Attend Orientation at CSUSM on August 26th from 5:30-7:30PM in University Hall 377; · Purchase textbooks · Purchase Appendix A from instructor (50 cents) · Post Brief Autobiography (DB) · Review Syllabus and Course Modules, · Print a copy of this schedule · Read Appendix A: Monitoring Approaches (Handout) · Read Sagor Text (Yes, ALL of it!) · Read Collaborative Action Research Introduction · Begin NIH Module (http://cme.nci.nih.gov/) · Read and Complete Module I (3 points) · Submit/Post Focus Questions #1 (PM) · Post Professional Contribution #1 (DB) (1 point)
Week of 9/2/03	· Read Lovitt(first half) · Read and Complete Module 2 (PM)(3 points) · Post Description of Teacher (YOU!) to your Homepage (SHP) · Post thorough description of the ages/grade levels of your students on your Homepage (SHP) · Continue NIH Module until Certificate of Completion is achieved this week

	· Submit/Post Focus Question #2 · Post Description of Setting and Collaborative Experiences to your Homepage (SHP)(3 points)
Week of 9/8/03	· Complete Lovitt Text · Post Description of your curriculum(SHP) · Post Philosophy of Instructional Management to your SHP(3 points) · Make 2 copies of NIH Certificate of Completion (One for your own records; One to bring to your Instructor(s) at the time of your DBI Face-to-Face Conference in October) · Complete Evaluation of Web-based Resources #1 (DB) (1 point)
Week of 9/15/03	· Read & Complete Module 3 (3 points) · Submit/Post Focus Question #3 · Post Description of Learners & and Their Instructional Needs(SHP) · Post Description of Learner for Your Project (SHP) · Post Academic Behavior to be Changed (with CA Standards!) (SHP)
Week of 9/22/03	· Read and Complete Module #4 (3 points) · Submit/Post Focus Question #4 · Post Monitoring Approaches (SHP) · Post Professional Contribution #2 (DB) (1 point)
Week of 9/29/03	· Collect data · Verify monitoring system 'works' · Post Evaluation of Web-based Resources (DB)(1 point)
Week of 10/6/03	· Read and Complete Module #5 (3 points) · Submit/Post Focus Question #5 (SHP) · Continue Data Collection · Post ABCs and Es of DBI (SHP)

Week of 10/13/03	· Read and Complete Module #6 (3 points) · Submit/Post Focus Question #6 (PM) · Continue Data Collection · Implement Interventions · Monitor Progress · Post Evaluation of Web-based Resources #3 (1 point)
Week of 10/20/03	· Continue Data Collection! · Read and Complete Module #7 (3 points) · Submit/Post Focus Question #7: Data-Based Decisions and Reporting Progress (SHP) · DBI FACE-TO-FACE CONFERENCES AT Cal State campus on Friday, October 24th from 5-7:30 (Location TBA.)
Week of 10/27/03	· Continue Data Collection! · Read and Complete Module #8 (3 points) · Submit/Post Focus Question #8: Changes in My As, Cs, and Es · Redesign DBI, if necessary · Post Professional Contribution #3 (DB) (1 point)
Week of 11/3/03	· Continue data collection · Continue ABC Analysis · Post Evaluation of Web-based Resources #4 (1 point) · Professional Contribution #4 (DB) (1 point)
Week of 11/10/03	· Read and Complete Module #9 (3 points) · Submit/Post Focus Question #9: Executive Summary (SHP) · Post Professional Contribution #5 (DB) (1 point) · Post Evaluation of Web-based Resources #5 (1 point) · Continue data collection

	· Continue ABC Analysis
Week of 11/17/03	· Read and Complete Module #10 (3 points) · Post FINAL edits and Additions to DBI Project (SHP) · Submit Post Focus Question #10 (PM) · CAR/DBI Poster Session and Online Homepage Presentations at Cal State San Marcos on Friday, November 21st from 5-7:30PM (Location TBA) (10 points)
Week of 11/24/03	· Complete Post-Test Part I: The Wheel of DBI Knowledge (PM) (10 points) · Complete Post-test Part II: The ABCs of DBI (PM)(2 points) and Case Study responses re: Irene, Kitty, Judy, Jake, Jose, Randy (3 points each / 18 points total)
Week of 12/1/03	· Complete Culminating Essay and send to instructor (PM) (5 points) · Using the Competency Grid, complete a Self-Assessment of the competencies you demonstrated as a result of this experience. Did you complete the Self-Assessment yet? · Complete Online Course Evaluation
Note to students: Be sure to EXPAND the link for this schedule to view the	

Assignment Expectations, and Directions for Sending Assignments. Simply click the BLUE TRIANGLE next to Part 3: Schedule of Weekly DBI Assignments and DBI Coursework in the Table of Contents of the Syllabus link.

Developing a Web-Based Resource File

To demonstrate your ability to integrate and generalize the information from this course, you will develop an electronic, web-based resource file that reflects your interests. Sites may include model programs, key personnel, instructional materials, and so on. You are expected to post the results of your web-research on the electronic forum (Discussion Board).

Your classmates will also be posting 5 sites, and you are encouraged to expand your personal web-based resource file to include some or all of their contributions, too!

Each posting = 1 point, for a total of 5 points (5%) of your grade.

Using Data-Based Instruction to Improve the Learning Outcomes of Students Who are Difficult to Teach

Table 1: Abstracts of Effective Teaching Practices

Lovitt Textbook	Content Area	Instructional Management System	Researcher (See References)
Chapter 3 (pp. 73-116)	Study Skills	Direct Instruction	Gersten, Woodward, & Darch (1986)
Chapter 4 (pp. 117-123)	Reading	Reciprocal Teachin Teaching Idioms Language Arts with Cooperative Learning	Palinscar & Brown (1987) Arnold & Hornett (1990) Nevin, Thousand, & Villa (1994)
Chapter 4 (pp. 124-128)	Mathematics	Contingency Contracts Partner Learning Math Facts Fred Jones' Trimodal Cycle Peer Tutoring Children with Autism Metacognition for Low Achievers Cooperative Learning	Kidd & Saudargas (1988) LaPlant & Zane (1994) Jones (1987) McNeil (1994) Cardelle-Elawar (1995) Nevin, Thousand, & Villa (1994)

			Hibben & Scheer (1982)
. 178-181	**Fine Arts**	Dalcroze Eurhythmics Integrative Arts Music Leisure Skills	Hibben & Scheer (1982) Selwyn (1993) Buck & Gregoire (1996)
Chapter 4 (pp. 128-138) COPS strategy (pp. 85-87)	**Writing**	Writer's Process Morphological Awareness Computer Assisted Dialogic Retrospection	Vallecorsa, Ledford, & Parnell (1991) Carlisle (1994) Wetzel (1992) Diaz-Greenberg (1995)
Chapter 6 (pp. 159-190) Problem-Solution (pp. 115-116)	**Social Studies**	Strategy Instruction Teaching Miranda Rights Participation	Kinder & Bursuck (1993) Sears, Bishop, & Stevens (1989) Lovitt (1991)
Chapter 4 (pp. 135-138)	**Spelling**	Peer Tutoring Peer Tutoring Spelling for Children with Autism	Harper, Maheady, & Mallette (1994) McNeil (1994)
	Creativity	Multiple Intelligences	Gardner & Hatch (1989)
Chapter 15 (Health)	**Science**	Cooperative Learning Discovery Learning Health Science Technology Society (STS) Themes	Nevin, Thousand, & Villa (1994) Bay, Staver, Bryan, & Hale (1992) Hollingsworth & Woodward (1993) Caseau & Norman (1997)
Pages 134, 365,370-372, 307	**Computer-Assisted Instruction**	Corrective Feedback Equal Access in Multicultural Classes Metacognitive Problem Solving CAI	Collins, Carnine, & Gersten (1987) Chisholm (1993) Elawar & Wetzel (1995)

Table 2: Other Areas of Interest

Lovitt Textbook	Other Areas of Interest	Researcher
Chapter 8 (pp. 207-243) CAI Social Skills (pp. 243-244) Chapter 11 Peer Mediated Instruction (pp. 277-289)	**Social Interaction--Friends**	Bishop & Jubala (1997)

Chapter 12 (pp. 301-312)	**Self Concept**	[Increasing Self Determination by Susan George ASUW, 2000](#)
Chapter 2 (pp. 39-72) Chapter 13 (pp.315-333)	**Motivation**	[Malcolm's Story"](#)
Chapter 10 (pp. 263-276) Chapter 14 (pp. 335-346)	**Goal Setting/Achieving**	
Chapter 5 (pp. 139-158) Chapter 16 (pp. 369-374)	**Homework--[Parent Involvement](#)**	Bryan & Sullivan-Burstein (1997)
Pages 324-325	**[Handling Disruptive Behaviors of Students with Emotional & Behavioral Challenges](#)**	Villa, Udis, & Thousand (1994)
Chapter 1 (pp. 1-38)	**Punctuality**	
Pages 249-250; 245-249;251-253; 254-261; 245-247	**Participation**	[Of Students on IEP Teams](#) Nathan Rosenberg, Mary Falvey & Richard Rosenberg (1997)
ESL students' attendance (pp. 23-25)	[Critical Pedagogy and Inclusive Special Education](#) (Addressing Social Justice Issues; Eliciting Voices)	[Thoma (1999)](#) [Goldstein (1995)](#) [Pryn (1999)](#)

Collaborative Action Research Abstracts

Topic	Title	Researcher
Data Based Instruction and Collaborative Action Research	A Comparison	[Ann Nevin (2001)](#)
School Reform	Overcoming the One-Solution Syndrome	[Richard Sagor (1995)](#)
Types of Collaborative Action Research	Three Approaches	[Peter Reason (1998)](#)
Teacher Education Program Development	[A Multivocal Approach](#)	Antonette "Toni" Hood (2000)
Critical Action Research in a Bilingual Setting	Sonya's Story	[Rosario Diaz-Greenberg (1998)](#)