Cal State San Marcos
College of Education

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

Spring 2006

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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.

DBI Course Description

EDEX 639: Using Data-Based Instruction to Improve Teaching and Learning is intended for practicing general and special education teachers in the elementary school, middle school, who are interested in learning "best practices" in educating students with learning challenges, including those students specified by IDEA, students who are English learners, students with gifts and talents, and students with multiple handicaps. 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 Level II Specialists 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 the course *online*, you will also demonstrate 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, and
   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 within the course: 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. 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).

1. Lovitt, Thomas (2000). *Preventing School Dropouts.* Austin, TX: PRO-ED.

2. Sagor, Richard, 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 in 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.

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.

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

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. 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. and Level II Education Specialist credential 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 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 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.

Attendance Guidelines

For EDEX639 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**.

Outcomes-Based Instruction

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. However, the policy (adopted in 1992) is that M. Ed. and Level II Education Specialist credential candidates must attend 80%-100% of class sessions to receive credit in the graduate program. Without substantial evidence documenting online participation at the 80-100% level, candidates may not receive a passing grade (no matter how excellent actual outcomes are).

Teacher Performance Expectations (TPEs) for EDEX 639

It is expected and assumed that all participants in this course have an initial teaching credential, and within that program, they were able to demonstrate the Teacher Performance Expectations expected by the State of California and the CSUSM College of Education. The following TPEs are reinforced in EDEX 639.

TPE 2 *Monitoring Student Learning During Instruction***:** Determining student progress toward achieving the state-adopted academic content standards; Using instructional strategies and techniques to support students' learning

TPE 6D *Special Education***:** Developing modifications and adaptations in curriculum assessment and instruction for students with special needs

TPE 9 *Instructional Planning***:** Establishing academic learning goals; connecting academic content to the students' backgrounds, needs, and abilities; selecting strategies/activities/materials/resources

Tentative Course Schedule for EDEX 639 SPRING 2006

Key: **DB**= Discussion Board **PM**= Private Mail **SHP**= Student Homepage

Week of 01/18/06 **Week 1 Checklist A** 1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____	**Face-to-Face Orientation with instructor and classmates:** *Wednesday, January 18, 2006 from 4:30 58:15 PM* ### Before you begin... 1. Register; Know your **USERNAME** & **PASSWORD** 2. Attend Orientation 01/18/06at 4:30 pm: 3. Purchase your textbooks. 4. Log onto the NEW **Online Orientation** found on the WebCT log-on page. The webmasters have created this so you can access **HELP** about anything at any time!! 5. Review Course Syllabus and Course Modules (? Print) 6. Print a copy of this schedule (A really good idea! Hang it near your computer for quick reference!)
Week 1 Checklist B 1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____	### Now you are ready to begin! 1. Post **Brief Autobiography** (2-3 paragraphs) to Discussion Board (DB): "Data About Me" 2. Read and complete **Module 1** (3 points) 3. Read/Print *Appendix A*: *Monitoring Approaches* 4. Read Sagor Text (Yes, ALL of it! It's short!) 5. Read Collaborative Action Research Introduction 6. Begin the NIH Module (Ignore the reference to "Cancer" and proceed according to steps given. You are registering as a *new* participant. (Click "New User Registration" on the bottom left. Proceed as directed.) http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp 7. Submit/Post Focus Questions #1 (Private Mail =PM) 8. Post Professional Contribution #1: (DB) (2 points)

Week of 01/25/06 **Week 2 Checklist** 1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____	1. Read Lovitt text (Chapters 1-4) 2. Read and complete **Module 2** (PM) (3 points) 3. Post thorough description of YOU as a Teacher to your Homepage (SHP) 4. Post Description of Setting and Collaborative Experiences to your Homepage (SHP) 5. Post thorough description of the ages/grade levels (academic and placement) of your students on your Homepage (SHP) 6. Continue NIH Module until Certificate of Completion is achieved this week. Print one copy for your Portfolio for EDEX 661. Send a copy to instructor. (Attach in Private Mail/PM) 7. Submit/Post Focus Question Responses (PM) (Note: January 31st is the last day to drop this course. Incompletes are not granted except in extraordinary circumstances with permission from the Associate Dean.)
Week of 02/01/06 **Week 3 Checklist** 1. ____ 2. ____ 3. ____ 4. ____ 5. ____	1. Read Lovitt Text (Chapters 5-8) 2. Post Description of your Curriculum to your Homepage (SHP) 3. Post Philosophy of Instructional Management to your SHP 4. Don't forget: Make a copy of NIH Certificate of Completion for your own records. (Send a copy to your Instructor ASAP.) 5. Complete Evaluation of Web Resource #1 (DB) (2 pts.)
Week of 02/08/06 **Week 4 Checklist**	1. Read Lovitt Text (Chapters 5-8) 2. **Module 3**: Read & Complete (3 points)

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____	3. Submit/Post Focus Question #3 (PM) 4. Post descriptions of learners & and their instructional needs on Homepage (SHP) 5. Post professionally written description of learner for your DBI project on Homepage (SHP) 6. Post academic behavior to be changed on Homepage (with CA Standards!) (SHP)
Week of 02/15/06 **Week 5 Checklist** 1. ____ 2. ____ 3. ____ 4. ____ 5. ____	1. Read Lovitt Chapters 9-12 2. **Module #4**: Read and Complete (3 points) 3. Submit/Post Focus Questions for Module #4 (PM) 4. Post Monitoring Approaches (SHP) 5. Post Professional Contribution #2 (DB) (2 points)
Week of 02/22/06 **Week 6 Checklist** 1. ____ 2. ____ 3. ____ 4. ____	1. Read Lovitt Chapters 13-16 2. Collect and organize data 3. Verify that Lovitt's monitoring system 'works' 4. Post Evaluation of Web-based Resources (DB) (2 points)
Week of 03/01/06 **Week 7 Checklist** 1. ____ 2. ____ 3. ____ 4. ____ 5. ____	1. **Module #5**: Read and Complete (3 points) 2. Submit/Post Focus Questions for Module #5 (SHP) 3. Continue Data Collection 4. Post ABCs and Es of DBI (SHP) 5. Notify instructor in PM when you have posted to SHP

Week of 03/08/06
 	
Week 8 Checklist
 	
    1. ____
    2. ____
	1. Continue your data collection.
	2. Catch up on all modules this week!

Week of 03/15/06
 	
Week 9 Checklist
 	
    1. ____
    2. ____
    3. ____
    4. ____
    5. ____
    6. ____
	1. **Module #6**: Read and Complete (3 points)
	2. Submit/Post Focus Questions for Module #6 (PM)
	3. Continue data collection and analysis
	4. Implement Interventions
	5. Monitor Progress (Using at least one of Lovitt's Monitoring Approaches)
	6. Post Evaluation of Web-based Resources #3 (2 points)

Week of 03/22/06
 	
Week 10 Checklist
 	
    1. ____
    2. ____
    3. ____
    4. ____
    5. ____
    6. ____
	1. **Module #7**: Read and Complete (3 points)
	2. Continue Data Collection!
	3. Submit Focus Questions for Module #7 (PM)
	4. Submit Data-Based Decisions and Reporting Progress (SHP)
	5. Prepare data; proofread & edit SHP for discussion with instructor and colleagues on Wednesday.
	6. **DBI FACE-TO-FACE GROUP CONFERENCES**
	   WHERE: Cal State San Marcos
	   WHEN: Wednesday, March 22nd [Small groups; 30-minute appt. only between 5:30-8:15 PM]
	   BRING WHAT: Samples of your data; prepare to orally share your project details thus far

Week of 03/26/06	**SPRING BREAK (Instructors not available.)**
Week of 04/05/06 **Week 11 Checklist** 1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____	1. Continue Data Collection! 2. **Module #8**: Read and Complete (3 points) 3. Submit Focus Questions for Module #8 (PM) 4. Post changes in My As, Cs, and Es (SHP) 5. Redesign DBI, if necessary 6. Post Professional Contribution #3 (DB) (2 points)
Week of 04/12/06 **Week 12 Checklist** 1. ____ 2. ____ 3. ____ 4. ____	1. Continue data collection and analysis 2. Edit Homepage (SHP) of 1 classmate. 3. Communicate via Private Mail to classmate upon completion. 4. Review edits made to your SHP.
Week of 04/19/06 **Week 13 Checklist** 1. ____ 2. ____	1. Continue data collection and analysis 2. Post Evaluation of Web-based Resources #4 (DB) (2 points)
Week of 04/26/06 **Week 14 Checklist** 1. ____ 2. ____ 3. ____ 4. ____	1. Continue data collection and analysis 2. Continue ABC Analysis 3. Post Professional Contribution #4 (DB) (2 points) 4. Post Eval. of Web-based Resources #5 (DB) (2 pts.) 5. Complete Case Study Responses (re: Irene, Kitty, Judy, Jake, Jose, Randy) (3 points each = 18 points total) & The ABCs of DBI (2 points) (20 points total)

Week of 05/03/06 **Week 15 Checklist** **1.** ____ **2.** ____ **3.** ____ **4.** ____ **5.** ____ **6.** ____ **7.** ____	1. **Module #9:** Read and Complete (3 points) 2. Submit/Post Focus Questions for Module #9 (PM) 3. Post Executive Summary (SHP) 4. Post Professional Contribution #5 (DB) (2 points) 5. Continue data collection and analysis 6. Continue ABC Analysis 7. **CAR/DBI Professional Poster Session & Roundtable Presentations (Refer to directions posted in Assignments and on Discussion Board.)** (15 points) **WHERE**: Hansen Symposium, Cal State San Marcos **WHEN:** Saturday, April 29, 2006 from 5:30-8:15 PM
Week of 05/10/06 **Week 16 Checklist** **1.** ____ **2.** ____ **3.** ____ **4.** ____ **5.** ____	1. **Module #10**: Read and Complete (3 points) 2. Post FINAL edits and additions to DBI Project (SHP) 3. Submit/Post Focus Question for Module #10 (PM) 4. Complete Culminating Essay and send to instructor (PM) (5 points) 5. Complete a Self-Assessment Using the Competency Grid of the competencies you demonstrated as a result of this experience.