



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDMS 512
Course Title	Elementary Teaching and Learning II
CRN Number	(04) #21881
Days	Tuesdays
Time	8:30-3:00
Course Location	Bonsall West Elementary
Semester / Year	Spring 2016
Instructor	Nancy Moser-Hayashi
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Office	UH 464
Hours	Before, After Class or By Appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DETAILS

Course Description

Elementary Teaching and Learning II: Focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. Enrollment restricted to students in the ICP. Prerequisite: EDMS 511.

Instructor: This course requires participation in public schools and other education-related contexts. This course is designed:

- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- to encourage further infusion of technology into curriculums.

Course Prerequisites

Admission to the Multiple Subject/CLAD teacher Credential Program.

Course Objectives

The purposes of this course are threefold:

- to expand preservice candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice 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 preservice candidates' discussion of, and Experimentation with, a variety of techniques and methods of instruction.

Unique Course Requirements

Students are expected to apply new learnings into educational settings: volunteer and Clinical Practice. Students are to represent themselves professionally at all times on school campus. Hayashi

Credit Hour Policy Statement

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

No new course materials are needed. We will continue to reflect and reference EDMS 511 text. Other materials and resources will be posted on Cougar Courses.

COURSE LEARNING OUTCOMES

(Hayashi) Upon successful completion of this course, students will (be able to):

- Prepare and deliver effective lesson plans and unit of studies: standards based, tech enhanced, formative and summative assessment.
- Apply a variety of strategies to engage diverse populations of learners.
- Develop as professional educators by creation of a portfolio that demonstrates a comprehensive understanding of responsibilities, abilities and personality of a highly qualified educator.
- Have knowledge of collaborative practices to plan, collaborate and to seek assistance.

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*)

Teacher 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 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 following TPEs in this course:

TPE 6d – Engaging and supporting all learners (Effective Strategies Checklist)

TPE 9 – Creating & managing effective instructional time (Classroom Management Assignment)

TPE 14- Educational Technology (Unit Plan)

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

If a student misses 20% or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". Please note you must earn a C+ or better to continue in the credential program. **Notification of absences does not automatically excuse a student from class. It is the responsibility of the student to meet with the instructor and discuss make up of class time or 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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

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

All University Writing Requirement

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course. This policy will be met through development of professional portfolio, lesson planning and weekly reflections. (Hayashi)

Course Format

This course will be meeting weekly: face to face.

Use of Technology

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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.

*You focus and participation is required in class. Completing other assignments, e-mailing, texting, or otherwise **NOT** focusing on the task at hand: class activities is considered rude and participation points may be deducted. There will be workshops, collaboration and breaks times given for using devices.

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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Final Exam Statement

There is no final exam. Projects and assignment points are cumulative.

Policy on Late/Missed Work

***All required work is expected to be turned in by the DEADLINE given. (Hayashi)**

It is expected that students will proofread and edit their assignments prior to submission. Students 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, 5th edition for citation guidance.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- 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)

Student Collaboration Policy

Teaching is a collaborative profession. Students will be expected to demonstrate Professional Dispositions as part of their practice and academics.

Person-First Language:

Use "person-first" language and oral assignments and discussions. (e.g. "student with autism" rather than "autistic student"). Disabilities are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Further, emphasize the person, not the disability, by putting the person-noun first.

Assignments: 100 points

Peer Teaching Demonstration 10 points

You are to guide us through one lesson (20 min. MAX) This demonstration needs to go beyond a lesson plan to demonstrating the "art" of teaching. How do you engage, build curiosity, inspire wonder, and get students to THINK critically...How do you make learning fun while maintaining rigor?

Session Reflections and Participation: 5 pts. weekly (1-7): 35 pts. (1 pt. each for web/resource tips)

Throughout the course you are required to submit session reflections and discussion forums dealing with a variety relevant course topics. These submissions are graded. Each submission is worth a point toward your grade.

IEP/GATE "Best Practices" 10 points

In this course you will create an IEP best practices checklist based upon what you read and what you learn in class. The checklist activity is detailed in the Moodle shell and this list will be submitted on line.

Calendar Planning & Thematic Unit Plan 25 Points

You will create a one month plan and thematic unit for this assignment. On the assigned day, bring the following artifacts to complete your assignment: a school calendar from your observation placement, a calendar grid or published planning book, and PE, health and/or arts. You may wish to include SS and/or Sci. for your CPII.

Professional Portfolio 20 points

You will complete a comprehensive professional portfolio. This will include: cover letter, resume, website, management plan and example lessons. We will review plans and have an opportunity to share the plans with a local administrator. The portions of the portfolio may include work revised from previous classes: EDU 422, EDMS 511 and work samples from CPI.

SCHEDULE/COURSE OUTLINE

Date	Topics	Assignment (if any)
Session 1 Jan. 26 Building Our Community	AM- Gallery Walk of EDMS 511 Show and Tell CPI Review Syllabus & Expectations Standards for the Teaching Profession & TPE Survey Things to Know PM- CCSS-tech intergration Tech Tools: Kidblog, QR Coding, Live Binder/Symballo Get To Know Your Students EdTPA Task 1 Workshop Time: Websites	Prepare to Share: any pictures, stories or learners from CPI Know the Syllabus and Due Dates☺ Reflection (Done in Class) Prior to Next Class: classroom demographics, school calendar, instructional timelines for grades, special events (Science Nights, Open House, Pi Day, Spirit Days, assemblies ect.), and professional development/trainings and big idea topics covered in the coming semester: Sci/SS themes
Session 2 Feb. 2 Unit Building and Service Learning	AM- Service Learning and Taking Action, Effective Lesson Planning PM- Planning for Success Unit and Learning Segments Reading Across Content Areas	Begin to Plan a Month Long Plan, Lessons and Learning Segments. Reflection: How does Service Learning Impact Learning?
Session 3 Feb. 9 Engaging All Learners	AM- SPED: Specific Learning, twice exceptional and the Gifted PM- Art of Teaching, Unit/Lesson Planning to Meet the needs of all learners.	Prior to Next Class: Best Practices Reflection: What Are You Doing For My Child? Tips on communicating with parents about their child.
Session 4 Feb. 16 Knowing What They Know	AM- Assessing Learning: formative, summative, performance, rubrics PM- Inquiry, Essential Questions, Critical Thinking and Student Input	Continue Unit and Lesson Plans Reflection: Who is doing the work in your class? How do you know what they know? Who is doing the thinking?
Session 5 Feb. 23 Now Presenting YOU	AM- Resumes, Cover Letters, Job Searches...Mental, Social & Physical Health PM- Teaching Demos	Reflection: How can you do it all? What tips do you have for managing career and life?
Session 6 Mar. 1 Teaching Demos/Portfolios	AM- Teaching Demos PM- Teaching Demos Resumes and Cover Letters cont.	Prepare Portfolios and Community Service Projects Unit Plans DUE Reflection: Review of Teaching Demos
Session 7 (TBD) Mar. 8 Innovative Practices	AM- Tour AD an IB one-to-one technology PM- BreakoutEDU/Technology Speaker	Prepare Portfolios and Community Service Projects Reflection: Innovation and Trends
Session 8 Mar. 15 New Professionals	AM- Mock Interviews/Guests, portfolio share-outs. PM- Evaluations, awards, community service reflections and celebrations.	Portfolio Project DUE: Complete Comprehensive Portfolio: -Management Plan -Resume -Unit Plan -Website -Cover Letter