



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDMS 512, Section 1
Course Title	Elementary Teaching and Learning II
CRN Number	20854
Days	Tuesday
Time	8:15 a.m.- 2:45 p.m.
Course Location	Farr Elementary School, Escondido, CA
Semester / Year	Spring 2016
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Hours	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

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COURSE DESCRIPTION

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.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

- * Wiggins and McTighe, (2000) *Understanding by Design* Association of Supervision and Curriculum Development
- Lemov, D., (2010) *Teach Like a Champion*, Jossey Boss Teacher Publication, , San Francisco, California.

Course Material Available

There are numerous online resources available for you in this course. Look to each section for required links and videos.

COURSE LEARNING OUTCOMES

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

develop and write a cycle of lessons using the EdTPA lesson planning model,
demonstrate effective teaching strategies in live presentations,
write a classroom management plan,
learn to apply Response to Interview technique in lesson planning,
learn to apply Universal teaching strategies as a means of effective differentiated instruction.

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. Candidates 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 the 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 (Student Study Team Assignment)

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

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 also 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. Individual instructors may adopt more stringent attendance requirements. 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).*

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

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

Course Format

This is a face-to-face course format.

Necessary Technical Competency Required of Students

Students are expected to demonstrate competency in the use of various forms of technology (i.e. 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. 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.

Contact Information for Technical Support Assistance

[ITT student support services link - http://www.csusm.edu/sth/support/index.html](http://www.csusm.edu/sth/support/index.html)

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.

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

Community service learning lesson plan

10 points

In this assignment you will submit a lesson plan for your family science night (of community service project) detailing the content of your lesson. This lesson plan will be used for our community service-learning project.

Health/P.E. lesson plan

5 points

In this in class assignment you will write either a health lesson plan or a physical education plan. This plan will include differentiation strategies.

Peer Teaching Demonstration

20 points

You are required to sign up to facilitate discussion on an assigned reading from *Teach Like a Champion* for one class session. You will work with a partner to prepare a 15-20 minute learning activity about the reading. The activity should engage the class and allow us to examine and apply the materials in a meaningful way.

You will find a guide for peer presentations in the Cougar Course shell for this class. Follow this guide to complete your assignment.

Session Reflections

15 points

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. The directions for completing each of these entries are written into the Cougar course shell. Be sure to complete the reflections and discussion forums on time so as to not impede the discussions in this course.

IEP “Best Practices” Checklist

15 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.

EdTPA Tasks 1-3

20 Points

In this class you will develop your EdTPA tasks 1-3 in preparation for you final submission to the Cal EdTPA in Clinical Practice II. The project will occur in stages. You will submit each section (task) for review and a grade over the eight weeks of class. It is imperative you submit your sections on time as we will conduct debriefing sessions for each section. In this course you will receive instruction for Task 3 and assessment of your learning cycle for clinical practice. The plans you develop for this course will be used for your final assessment during clinical practice. You will turn in Tasks 1-3 for a grade in this class. However, this assignment will not count as you final submission to EdTPA during your clinical practice. The work you complete in this course will serve as a foundation for your final submission of Tasks 1-3 during your second clinical practice. The breakdown for the 20 points of this assignment is as follows: Task 1- 5 points, Task 2- 5 points, and Task 3- 10 points. Check the syllabus and course shell for the due dates of these tasks.

Participation

15 points

You will be graded on your classroom participation. It is an expectation that you will behave in a professional manner. This will require that you approach your instructor, school personnel, and colleagues in a respectful manner that emphasizes problem solving. Your full attendance means you are not distracted by electronic equipment. As a rule, cell phones should be turned off or to the vibrate mode during class. Laptop computers are essential to the process of our learning; however, it is expected that all students will avoid recreational use of computers during class and that laptops will be put away at the request of the instructor. Of course, participation all includes the extent to which you participate in class discussion, how you interact with colleagues, and that you submit all discussion forums and session reflections on time.

Electronic Submissions of Assignments

This course is paperless. All assignments are to be turned into the Moodle shell (a.k.a. Cougar Course) on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman.

Grading Standards

Session Reflections	15 points
Peer Teaching Demonstration	20 points
Family Science Night Lesson plan	10 points
Health/P.E. Lesson plan	5 points
Ed.TPA tasks tasks 1-3	20 points
IEP Best Practices Checklist	15 points
<u>Attendance/Participation</u>	<u>15 points</u>
Total	100 points

The number of points earned in this course determines grades.

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D = 60-69

F = 0-59

SCHEDULE/COURSE OUTLINE

Date	Topic	Readings & Assignments Due
1 01/26/16	Introduction/Course overview TPA 1-3 Lecture	Bring a hard copy of your EDMS 511 School Context Grid. Complete and submit the school context reflection activity. Read the assessment articles linked for this session. Review Ed. TPA handbook for Tasks 1-3. Submit session reflection.
2 02/02/16	Community service learning planning workshop, continued Peer teaching presentation Management issue: Challenging students to think critically.	Read chapter nine, Challenging students to think critically - <i>Teach Like a Champion</i> . Read Wiggins' chapter and Valadez article for performance assessment work and to consider community engagement. Submit: session reflection and Task 1 of Ed.TPA.
3 02/09/16	Yearlong planning activity. Co-teaching and its importance for regular education classrooms. Peer teaching presentation Management issue: Challenging students to think critically.	Explore Common core California state teaching standards for in class work. Print out all of a selected grade level teaching standards for in class work. Read chapter eight, Improving pacing and rhythm- <i>Teach Like a Champion</i> . Submit session reflection and co-teaching log.
4 02/16/16	Health and/or P.E. lesson planning work in class. Basics of resume building and job-hunting strategies. Peer teaching presentation Management issue: Building character and trust	Read Chapter four, Engaging students in lessons. Explore online information on resume development. Research learning station models online. Read chapter seven, Building character and trust - <i>Teach Like a Champion</i> . Submit session reflection, health/P.E. lesson plan, and the family science lesson plan.
5 02/23/16	Service learning workshop- continued Resume review workshop Peer teaching presentation Lecture on EdTPA three continued. Management issue: Teaching reading in the content areas	Complete a draft resume for in class process. Bring three copies to class. Read chapters 10-12, How all teachers can and must be reading teachers- <i>Teach Like a Champion</i> . Submit session reflection and Task 2 EdTPA.

Date	Topic	Readings & Assignments Due
6 02/30/16	Managing teacher and student stress Mock interview explanation Peer teaching presentation- SST Lecture: IEP and Best practices Management issue: What are the procedures and expectations related to IEP and SST's?	Explore National board for professional teaching standards web page. Write and submit your half-page long description of the definition of <i>accomplished</i> teaching. Use information from the NBPTS for writing you submission. Explore videos and web pages related to individual education programs and student study teams. Submit session reflection.
7 03/08/16	Mock interview EdTPA 3 work continued Continued work on service learning project Management issue: Education law overview	Prepare for mock interview, bring a copy of resume to present to interviewers and bring a copy of your draft of Task 3 of EdTPA. Read special education laws websites. Submit session reflection.
8 03/15/16	Community Service Learning Project	Submit Community service learning reflection, Peer teaching form, IEP best practices checklist, participation grade, and Ed.TPA task three report.