

Engaging diverse communities through leading and learning for social justice.

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Course & Section Nos.	EDMS 511 (03)
Course Title	Elementary Teaching and Learning I
Class Roster No.	40990
Course Day(s)	Tuesday
Time	8:30 p.m.- 3:15 p.m.
Course Location	Farr Elementary, Escondido, CA
Semester / Year	Fall 2016
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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

Catalog: Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms.

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.

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.

TaskStream Account

Required

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).

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).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignments
Session 1 08/30/16	Introduction/Course overview Community building Lesson planning workshop: Ed.TPA Management issue: Planning for academic achievement	Read forward, the author, and introduction, and Chapter two, Planning that ensures academic achievement - <i>Teach Like a Champion</i> . Submit classroom introduction Assignment. Examine TPA 2 materials to prepare for lesson writing workshop. Submit session reflection.
Session 2 09/06/16	Lesson planning workshop, continued Differentiation and universal access Using an ability matrix for differentiation Peer teaching presentation Management issue: Setting high academic expectations.	Read Chapter one, Setting high expectations - <i>Teach Like a Champion</i> . Browse the linked articles to prepare to teach a diverse group of students. Review the management plan assignment. Group one: Prepare for peer teaching, Chapter one - <i>Teach like a Champion</i> . Submit: session reflection.
Session 3 09/13/16	Six Facets of Understanding- Grant Wiggins <i>What is it to know?</i> Peer teaching presentation Management issue: Structuring and delivering lessons	Read Chapter three, Structuring and delivering lessons - <i>Teach Like a Champion</i> , and "Six facets of understanding" article. Review the management plan grid and write down any questions you have about this assignment. Complete discussion forum, What does it mean to know? Group two: Prepare for peer teaching, Chapter three, <i>Teach Like a Champion</i> . Submit session reflection.

Date	Topic	Assignments
Session 4 09/20/16	<p>Overview of pre-assessment, formative, and summative assessment strategies.</p> <p>Introduction of principles of backward design lesson planning</p> <p>Peer teaching presentation</p> <p>Management issue: Engaging student in lessons</p>	<p>Read Chapter four, Engaging students in lessons - <i>Teach Like a Champion</i>, and "Backward design 101" article.</p> <p>Browse all of the content links for assessment and think about the question: What are the elements of a quality assessment?</p> <p>Complete discussion forum, Assessment sample and reflection.</p> <p>Group three: Prepare for peer teaching, "Backward design 101," turn in one page lesson plan.</p> <p>Group four: Prepare for peer teaching, Chapter four, <i>Teach Like a Champion</i>.</p> <p>Submit session reflection</p>
Session 5 09/27/16	<p>Elements of Response to Intervention (Rtl) teaching strategies for working with students with special needs</p> <p>Elements of progress monitoring in instruction</p> <p>Case studies of monitoring process</p> <p>Peer teaching presentation</p> <p>Management issue: Rtl</p>	<p>Read "Six guiding principles of Rtl" article and all three progress-monitoring articles.</p> <p>Browse the Rtl Power Point and video.</p> <p>Complete discussion forum, Monitoring student Progress-monitoring example and reflection.</p> <p>Group five: Prepare to teach Rtl Power Point and article.</p> <p>Submit session reflection and the ability case analysis assignment.</p>
Session 6 10/04/16	<p>Managing teacher and student stress</p> <p>Overview of common student behavior issues</p> <p>What is service learning?</p> <p>Case studies of classroom management and student behavior issues</p> <p>Peer teaching presentation</p> <p>Management issue: Setting and maintaining high behavioral expectations</p>	<p>Read Chapter six, Setting and maintaining high behavioral expectations - <i>Teach Like a Champion</i> and the article, "The ESL family science night".</p> <p>Complete discussion forum, Example of a classroom management strategy and reflection.</p> <p>Complete the assignment Student behavior case study example.</p> <p>Group six: Prepare for peer teaching, Chapter six - <i>Teach Like a Champion</i>.</p> <p>Submit session reflection</p>

Date	Topic	Assignments
Session 7 10/11/16	Madeline Hunter- TRICKS and Motivation Elements of and ways to develop an effective and positive classroom culture Professional and ethical behaviors for clinical practice Peer teaching presentation Management issue: Creating a strong classroom culture	Read Chapter five, Creating a strong classroom culture - <i>Teach Like a Champion</i> . Read "Student teacher scenarios" and "Establishing a classroom culture" article. Complete and turn in the management plan grid the day before session eight. Group seven: Prepare for peer teaching, Chapter five - <i>Teach Like a Champion</i> . Submit session reflection and your management planning grid
Session 8 10/18/16	How does a teacher effectively find and use educational resources? What common resources available at the school site and beyond? Management plan: Finding and using resources.	Complete discussion forums, Beyond school-Keeping current and the resource list assignment and school context inquiry. Submit session reflection, Rtl action plan, EdTPA lesson plan cycle, peer teaching outline, and your participation grade assignments.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Management Plan Grid

15 points

In this activity you will fill in a classroom management grid as directed. You may brainstorm with others in class to work on your plan. The plan will consist of statements of your guiding principles of classroom management. For each principle you will describe two strategies that demonstrates how you will apply your principles. Each strategy will also include a rationale detailing how your strategies illustrated your classroom management principles. Your task will be to fill each square of the grid for five key elements of classroom management. You will also write a simple one-page newsletter detailing your classroom rules, etc.

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 and Discussion Forums

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.

EdTPA Lesson Planning Grid**20 points**

In this course you will complete the entire EdTPA lesson plan. This will be completed during two workshop days at the start of the eight sessions. You will also revisit and edit your lesson plan throughout the eight weeks of our class. Your work will be conducted in small groups of 2-3 students. Each student will be required to submit a completed lesson plan at the end of the eight-week class.

Ability Case Study Analysis**10 points**

This assignment requires you to take steps to modify your teaching plans to accommodate the varied learning needs you are presented with in the first few days/weeks of school. Please make both short (for the day or week) and longer (for the month or quarter) plans to address the needs of these students. You will be provided a template on the Moodle shell to complete your work. Completion of this assignment will require you use an ability matrix to create an action plan to address students with special needs.

Response to Intervention Action Plan**10 points**

In this assignment you will revisit the case study analysis as part of learning about Response to Intervention. The RTI process involves carefully documenting the adaptations and modifications we have tried, and the resulting impact or lack of impact on academic achievement of students. You will come up with an action plan document what has been tried and how it has worked. It is not enough to plan for varied learning needs, we need to follow up to be sure our interventions have been effective, and if not, try new interventions to ensure each student achieves academically to the best of their ability. As was the case with the case study analysis, you will be provided a format for completing this assignment on the Moodle shell.

Participation**10 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.

Grading Standards

Session Reflections and Discussion Forums	15 points
Peer Teaching Demonstration	20 points
Ability Case Study	10 points
Response to Intervention Action Plan	10 points
TPA Lesson Plan Guide	20 points
Management Plan Grid	15 points
Attendance/Participation	10 points
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

Final Exam Statement

There is not final exam in this course.

School of Education/Course 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*).

Policy on Late/Missed Work

Assignments are due as indicated in the syllabus. You have a one week grace period for late assignments.

GENERAL CONSIDERATIONS

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Students are expected to attend all eight class sessions during the semester. Contact the professor if you are unable to attend class and you can arrange make up time for this course.

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.

Course Format

This is a face to face course.

Contact Information for Technical Support Assistance

For IT support, use the following link:

<http://www.csusm.edu/sth/support/cougarcourses/index.html>

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.