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| Course & Section Nos. | EDMS 511 |
| Course Title | Elementary Teaching and Learning I |
| Class Roster No. | 40941 |
| Course Day(s) | Fridays (through October 21) |
| Time | 9:00am-3:30pm |
| Course Location | Maie Ellis Elementary School, Room 280, Fallbrook, CA |
| Semester / Year | Fall 2016 |
| | |
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| Office Hours | Before 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

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COURSE DESCRIPTION

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

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

Required Texts

- Greene, R. (2009). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York, NY: Simon & Schuster.
- edTPA handbook (to be distributed in class and in soft copy format)

Course Material Availability

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

COURSE LEARNING OUTCOMES

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

- Design learning experiences with a lesson planning template that clearly state instructional objectives and aligned with state/common core standards.
- Modify and differentiate lesson plans to meet the needs of diverse learners.
- Deliver a lesson plan using effective practices: anticipation, questioning, wait-time, modeling, active participation, and assessment.
- Apply a variety of classroom management strategies.
- Develop effective questioning techniques to assist students in critical thinking.
- Personalize their role as a teacher to create a classroom management plan and a philosophy for 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 2016-17 academic year the CSUSM credential programs will use 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 edTPA, 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 09/02/16 | Introduction/Course Overview Building classroom communities Kidwatching | Read: Begin reading Lost at School (must be complete by 09/16) |
| Session 2 09/09/16 | Classroom Management Creating a management plan | Due: Observations of classroom management in the classroom Read: Punished by Rewards (Chapter 3—pp. 35-48) Responsive Classrooms-- https://www.responsiveclassroom.org/sites/default/files/TTDM_RC_approach_disc_partial.pdf And https://www.responsiveclassroom.org/sites/default/files/RISintro_0.pdf Continue Reading: Lost at School—must be complete by 09/16) |
| Session 3 09/16/16 | Classroom Management Creating a management plan edTPA Task 4 Bloom's Taxonomy | Due: Lost at School |
| Session 4 09/23/16 | Formative and Summative Assessment Making thinking visible Grasping what students know and are able to do | Read: Heritage Chapter 3 (pp. 21-36) Due: Bring in a full class set (copies) of a mathematics assessment from your classroom (should be related to sequence overview) Due: Task 4 Lesson Sequence Overview (to be completed with your CT) |

| Date | Topic | Assignments |
|-----------------------|--|--|
| Session 5 09/30/16 | Differentiated Lesson Planning Universal Design for Learning Backward design Standards | Due: Task 4 analysis of initial assessments (use commentary format) Read: Universal design and differentiated instruction: Thousand, Villa & Nevin, Chapter 3 (pp. 35-48) Backward planning—Understanding by Design: McTighe & Wiggins http://www.ascd.org/ASCD/pdf/siteASCD/publications/Ubd_WhitePaper0312.pdf Initiate Task 4 reengagement in classroom by 10/14. Collect new assessments and bring to class on 10/14. |
| Session 6 10/07/16 | Lesson Plan Snapshots | Bring your Task 4 reengagement lesson plan to class (even if it is only a draft)—see Lesson Plan Snapshot assignment Initiate Task 4 reengagement in classroom by 10/14. Collect new assessments and bring to class on 10/14. |
| Session 7 10/14/16 | RTI/SST/Reflecting on student learning Response to Intervention/Progress monitoring Student Study/Support Teams (SST) | Read: RTI: http://www.rtinetwork.org/learn/what/whatisrti RTI and behavior: http://www.rtinetwork.org/learn/behavior-supports/integrating-behavior-and-academic-supports-general-overview Student study teams: http://www.understandingspecialeducation.com/student-study-team.html Due: Lesson plan for Task 4 reengagement (use template from Cougar Courses). <u>REENGAGEMENT MUST BE COMPLETE BY THIS DATE!</u> Bring: Copies of completed assessments from reengagement with you to class. |
| Session 8 10/21/16 | Classroom management plan presentations/Reflections and looking ahead edTPA Tasks 1, 2 & 3 | Due: Classroom management plan/presentations Due: At least 15 pages of edTPA Task 4 |

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

edTPA Task 4

40 points

Throughout this course, you will be working toward completing Task 4 of the edTPA. The course is structured so that you will be supported in completing the different components successfully throughout our time together. Please note the following due dates and point values:

9/23: Task 4 Lesson Sequence Overview (to be completed with your CT) (5 points)

9/30: Task 4 analysis of initial assessments (10 points)

10/14: Lesson plan for Task 4 reengagement (10 points)—DETAILS TO BE DISTRIBUTED IN CLASS

Bring completed assessments from Task 4 reengagement (no points, but you need to do this as we will be working with them in class)

10/21 (last day of class): At least 15 pages of Task 4 commentary (15 points)

Lesson Plan Snapshot (Due 10/07)

20 points

You will be presenting to a small group a portion of your Task 4 reengagement lesson. You should be presenting the “meat and potatoes” pieces of your instruction (generally this means you will have them engage with the content instruction portion of your lesson). As this lesson should be designed to meet the needs of the particular students in your classroom, feel free to assign roles to your peers to better simulate the real experience. The written lesson plan for this lesson plan snapshot will be turned in as part of the edTPA Task 4 assignment (see above), so use this opportunity as a means of revising your plan.

Classroom Management Plan (Due 10/21)

20 points

Consider what you have learned about inclusive classroom management and how your thinking has evolved as a result of your learning through this course. What kinds of strategies do you think set students up for success? How do you think you will structure the management of your own classroom to be inclusive, and why? **For this assignment choose/construct/develop an image that represents the kind of classroom management you imagine using in your own classroom.** You will give a brief presentation to the class using the image(s) and describe the rationale for your choices. **You will also be required to write a description of this plan** (no more than one page, double spaced, 12 point font, 1 inch margins). Be sure to cite authors/experiences who/that have informed your thinking in both the presentation and in the written description.

Participation

20 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, your preparation and readiness, how you interact with colleagues, and that you complete all readings in a timely manner.

Grading Standards

Classroom Management Plan and Presentation

20 points

Lesson Plan Snapshot

20 points

edTPA Task 4

40 points

Attendance/Participation

20 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 no final exam for this course

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*).

Policy on Late Work

Students are expected to turn in their work in a timely manner; this is particularly important because each course session is designed to utilize the assignments/readings due in class. There will be a 10% deduction in points for each day a written assignment is turned in late. Assignments will not be accepted if they are more than one week late. Please speak with me if there are exceptional circumstances.

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.

If you SUPPLY another student with a copy of your work, this makes you a part of plagiarism and the same penalties may apply.

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.

Credit Hour Policy Statement

This course has is a face-to-face course. These components will total at least 45 hours of work per credit.

Course Format

This is a face-to-face course format. All course assignments must be turned in BOTH on Cougar Courses and in hard copy.

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)

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.

Cell Phones and Laptops

You are not allowed to be on your cell phone making calls or texting during class time as this disrupts our learning (same for laptops and iPads). If there is an emergency with you or a relative, please notify me **before class** and place your phone on vibrate; take the call in the hallway. For students who fail to follow these rules, points will be deducted from your grade.