

Course Number	EDMS 512 (03)
Course Title	Elementary Teaching and Learning II
CRN Number	22323
Days	Tuesdays (through March 14); online interactions thereafter
Time	9:00am-3:30pm
Course Location	Maie Ellis Elementary School, Room 280, Fallbrook, CA
Semester / Year	Spring 2017
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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

Elementary Teaching and Learning II (Catalog Description)

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 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 curriculum.

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

- edTPA Handbook
- Making Good Choices edTPA Handbook and Addendum
- *** You must have an active TaskStream account ***

Course Material Available

There are numerous readings and resources required to successfully complete this course available through Cougar Courses. 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,
- Build on a classroom management plan,
- Develop understandings of major educational theorists and how they shape teaching practice,
- Learn to apply Universal Design for Learning 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).

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	Readings & Assignments Due
Week 1 01/24/17	Introduction/Course overview Curriculum mapping/planning units of study Revisiting edTPA Task 1 (choosing focal students) and differentiated instruction Academic language Assessment using rubrics, revisited	<ul style="list-style-type: none"> • Bring edTPA handbook
Week 2 01/30/17	Presentations: Teaching through the lens of theory and research Theory/research activities Community Service Teaching Experience planning time	<ul style="list-style-type: none"> • Due: Theory/Research Resource Project presentations (see CC for your assigned theorist) • At MEE: Speak with administration about community service time/structure • AT CP II site: Provide letter about recording and edTPA to CT
Week 3 02/07/17	Revisiting edTPA Task 2 Jigsaw: Managing a classroom through the lens of theory and research edTPA Task 1 lesson plan sequence writing workshop Community Service Teaching Experience planning time	<ul style="list-style-type: none"> • Read: Be prepared to share your learning around different perspectives on management, and their connection with the edTPA requirements (See CC for details) • Due: Complete Theory/Research Resource in Google Doc • At CP II site: Distribute and begin collecting consent forms from students • At CP II site: Begin collecting data for Context for Learning • At CP II site: Have a schedule for recording/a topic lined up for edTPA Tasks 1-3 with CT
Week 4 02/15/17	Revisiting edTPA Task 3 Presentations: Rubric study (Peer teaching demonstrations) Providing feedback to students Differentiating materials (worksheets, manipulatives, etc)	<ul style="list-style-type: none"> • Read: Heritage Chapter on feedback (on CC) • BRING: Your Task 4 work • Due: Be prepared to present to the class your assigned edTPA rubric(s) • Due: Roles in Community Service Project
Week 5 02/21/17 <u>ONLINE</u>	Health or P.E. Unit Map (All needed materials available on Cougar Courses) Community Service Teaching Experience planning	<ul style="list-style-type: none"> • At CP II site: Be sure you have collected video waivers • Check in with CT about lesson plan sequence • Due: Health/PE Unit Map

Week 6 02/28/17	Education and the Law Writing Commentaries (drawing on the research) Professional portfolio workshop	<ul style="list-style-type: none"> • Bring in any artifacts or evidence that you think might be appropriate for inclusion in your professional portfolio
Week 7 03/07/17	Resume building/job hunting Mock interviews Community Service Teaching Experience planning	
Week 8 03/14/17	Community Service Learning Project	<ul style="list-style-type: none"> • Due: edTPA Task 1 Lesson Sequence • Due: Draft of Portfolio
03/14/17- 04/20/17	<p>During these dates you must check in via a Forum that I will set up on Cougar Courses to discuss, and seek advice regarding, the edTPA. You MUST check in at least 4 times over the course of these 4 weeks and your check ins/questions must demonstrate that you are working on your edTPA and considering the feedback I provided on your lesson sequence. Based on the in-the-trenches experiences you all will be having, you will be a great resource for each other, so please respond to your peers! I will also be responding, and you can feel free to also reach out to me via email during this time. ! EXPECT THAT YOU WILL BE VIDEO RECORDING FOR TASK 2 BETWEEN 03/14 AND 04/7 in your CP II. The time that you video will depend on your CT and the school's spring break schedule. DO NOT forget to check your edTPA work against the rubrics and through consultation with Making Good Choices.</p>	
04/04/17		<ul style="list-style-type: none"> • DUE: Final Portfolio
04/27/17		<ul style="list-style-type: none"> • UPLOAD your final edTPA (Tasks 1, 2, 3, AND 4) to Pearson by this date!!! Email me when you have completed the upload.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Class participation, class discussions, and attendance

15 points

This course has been designed to provide ample opportunities for your participation. To facilitate discussion, you are expected to come to class prepared to talk about all of the required readings. Students are encouraged to contribute to class discussion and diverse views are desired. Try to connect the readings to your teaching and fieldwork observation experiences whenever possible. 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 also includes the extent to which you participate in class discussion and how you interact with colleagues.

The class is scheduled to meet 8 times over the spring term, but there will also be asynchronous online experiences designed to support your work as you implement, and complete the commentaries, for the edTPA during Clinical Practice II. Each of you is expected to be present at every class or activity, to be on time, to not leave class early, and to participate actively and generously. Consistent or excessive tardiness will be noted. More than one absence will have an impact on your final grade; more than two absences may require that you drop and retake the class.

Purposeful Theory/Research Resource Project and Presentations

15 points

For this assignment, you will be broken up into small groups to study an assigned theorist/researcher's perspective on teaching and learning. As a group, you will contribute to a Google Doc that outlines major components/tenets of this perspective, including explanation of core terms. In addition, you will provide key "quotes" (include page numbers and source) on which an individual might draw if they were to describe this theory/research to another person. Your group will do a short presentation in class on **January 30**.

Following the presentation and class activities, you will write a 1-3 paragraph length explanation that outlines what teaching might look like through this lens (i.e., Paolo Freire's description of a problem posing education suggests that a teacher who ascribes to this perspective will...). This Google Doc will serve as an important resource for you and your peers as you complete your edTPA, your Professional Portfolio, and really think about purposeful teaching in the classroom. This piece should be added to the shared Google Doc by **February 7**.

Community Service Teaching Experience

10 points

As a cohort, you will design and facilitate a school community experience that will benefit the school. In consultation with the school administration, you will create an experience (e.g., jog-a-thon, family science night, dance-a-thon, winter carnival) for the entire school community. The cohort will be responsible for planning and implementing all aspects of the experience, including soliciting donations from businesses and individuals (see materials in Cougar Courses) to support the event. Each individual in the cohort must have a clearly outlined role in the project, which will be submitted to me in writing by **February 15**. It is expected that this experience will be completed within the first 8 weeks of the semester.

Health/P.E. Cross-Curricular Unit Scope and Sequence

5 points

For this online class assignment you will work in pairs to compose a cross-curricular unit in health or physical education COMBINED WITH one other subject area. Please see Cougar Courses for a video I have created and all materials you will need for your work on this project. You will be choosing standards for a single grade level in either Health **or** PE, two Reading **or** math Standards that align with those selected Health **or** PE standards, and at least two ELL standards that align with the subject matter in Reading **or** Math. Utilizing these standards you will create the following:

- A list of the essential skills and knowledge that the students will master over the course of the unit. This means you will be breaking down those standards into the smaller steps required to teach that information/those skills (put these in the language of objectives).
- A scope and sequence (calendar) that describes the lessons that will be taught, in what order they will be taught, and which lessons align to which standards. There is a calendar template for this on Cougar Courses.
- A summative assessment (must be differentiated) for the unit that will allow the students to demonstrate whether they have met all of the standards.
- A rubric for the assessment.

edTPA Tasks 1-3 (Literacy)

25 points

In this class you will work to develop edTPA Tasks 1 and 3, and revisit your work on Task 4. We will be focusing on developing the lesson plan sequence (Task 1) that you will then implement with your students during the second 8 weeks of CP II (Task 2). We will also be considering the key aspects of Task 2 that must be integrated into Task 1, as well as developing and providing feedback on assessments (Task 3).

On **February 15**, you will be engaging in peer teaching demonstrations around the edTPA rubrics. The rubric that will be your focus will be assigned to you. You will to prepare a 10-15 minute learning activity related to your rubric. The activity should engage the class and allow us to examine and apply the materials in a meaningful way. This peer teaching demonstration is worth **5 points** of the edTPA grade for this course.

You will submit your lesson plan sequence to me (Task 1) by **March 14**—. However, this assignment will not count as your 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 1- planning commentary- 5 points, and Task 3- 10 points. Check the syllabus and course shell for the due dates of these tasks. The lesson plan sequence is worth **15 points** of your edTPA grade for this course.

Implementation, writing of all commentaries, and checking your work against the rubrics will occur largely in the second 8 weeks of the semester. There will be an online forum set up through Cougar Courses where you will be required to engage with your peers (and me) around the edTPA over much of the second 8 weeks (**March 14-April 20**). Engagement on the forum will be worth **5 points** of your edTPA grade.

Professional Portfolio (30 points)

Your professional portfolio is both a collection of documents and a formal reflection upon your work that provides a holistic portrait of your growth as a reflective professional. In this portfolio you will:

- Demonstrate your integration of theory and practice,
- Explore your growth as a teacher and a learner over time, and
- Engage in an exploration of an increasingly valued assessment strategy (the portfolio) as you learn to assess and present your own work in a meaningful way.

This portfolio draws on your work across both semesters, and you should be thoughtful and intentional in integrating work from Clinical Placement II. You will collect a series of documents in a three-ringed binder and organize them into the categories explained below. Your portfolio becomes a place where you engage in a series of reflections designed to help assess your own growth.

These pages should communicate important ideas **about your teaching** and **student learning** as succinctly and dynamically as possible, through: student work, lesson plans, graphic organizers, photographs and/or other artifacts. Layout matters: consider charts, captions, bullets, pictures, titles and subtitles. When creating portfolio pages, you want to quickly signal key concepts and provide persuasive visual evidence of your impact as a teacher. Accordingly, each page should NOT contain excessive amounts of typed text. A draft of this portfolio is due on the eighth week of class, **March 14**. It is expected that you have begun constructing this portfolio, as evidenced by the completion of 3 out of the 4 sections. A final version of this portfolio, which you could take with you on the job market, is due **April 4** (Note that this is during the second 8 weeks of the semester to allow you time to complete your edTPA and integrate those into the portfolio.)

The portfolio should include:

1) *Table of Contents*

2) *Reflect on what and how a child learned from/with you*

- **Analyze the learning of one child** with whom you have worked intensely. You may draw upon data pieces collected through any of your assignments, Clinical Placement I or II, or the edTPA to support your description of the student’s learning.
- **Create a visual page (or pages)** that succinctly and dynamically demonstrates how this child learns, and what this child learned (over your time in the classroom). Tie your analysis directly to work samples (e.g., student work).

3) *Classroom management*

- You should create two pages that demonstrate how you develop classroom community, are prepared to deal with challenging behavior in the classroom, and have planned for inclusive classroom management. While you should draw on the Classroom Management Plan assignment you developed for the Fall semester, you should build on those understandings with the management work we engaged in this semester and the learning that came from your clinical experiences. Be sure to consider here how you understand the intersection of management and English Learners/Students with disabilities.

4) *Differentiated Instructional Mini-Unit*

- **Showcase a mini-unit with 3 or 4 days of lesson plans** that integrates the Backward Design and Differentiated Instruction concepts (Universal Design for Learning), as well as what you have learned about teaching English Learners and students with disabilities. While you may (and probably should) put your edTPA lessons in this section, feel free to include other lesson plans that you have developed. Please include all written feedback from your supervisor for lessons that were observed during CP I & II.

Electronic Submissions of Assignments

This course is paperless, unless otherwise noted. All assignments are to be turned into the Moodle shell (a.k.a. Cougar Courses) 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 Microsoft Word, 12-point font, in Times New Roman.

Grading Standards

Class participation, class discussions, and attendance	15%
Community Service Teaching Experience	10%
Theory/Practice Resources and Presentations	15%
Health/PE Cross-Curricular Scope and Sequence	5%
edTPA Tasks 1-3	25%
Professional Portfolio (paper assignment)	30%
Total	100%

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.

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)

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.

Electronic Submissions of Assignments

The expectation is that all assignments are turned into the Moodle shell (a.k.a. Cougar Courses) on time and complete unless otherwise noted. Points will be deducted for late submissions, as the work you do is essential to the discussions.