

Course Number	EDMS 511-B
Course Title	Elementary Teaching and Learning I
CRN Number	CRN# 20915
Days	WEDNESDAYS
Time	12:30 – 3:20 PM
Course Location	Foundation Classroom Bldg. 104
Semester / Year	Spring 2018
Instructor Bonnie Mendenhall	
Phone	Cell-(760)803-5594
E-Mail	bmendenh@csusm.edu
Office	University Hall 447
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 ICP 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.

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)*

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- This is a Face to Face Course. Students are expected to spend a minimum of two to three 'hours' of class-time, and two hours of student learning outside of class each week for each unit of credit.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Version of these texts with the CD is not necessary.
(Later when you are teaching the CD might be of benefit.)

- Wong, Harry, *The First Days of School*, 4th edition (2009), 9780976423317
- Lemov, D., (2010) *Teach Like a Champion*, Jossey Boss Teacher Publication, , San Francisco, California. ISBN-13: 978-0470550472

COURSE LEARNING OUTCOMES

Authorization to Teach English Learners

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Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

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.

edTPA

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

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

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

Assessment of Professional Dispositions

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

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

GENERAL CONSIDERATIONS

School of Education Attendance Policy

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

For this course, EDMS 511-b:

- *Students who miss more than one class session cannot earn an A or A-.*
- *Students who miss more than two class sessions cannot earn a B or B+.*
- *Students missing more than three classes cannot earn a C+.*
- *Arriving late or leaving early by more than 20 minutes counts as an absence.*
- *Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.*
- *Unless prior instructor approval is secured, assignments will not be accepted after they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.*

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, 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. This will be met through completion of written assignments including: Session Reflections and Forums, School Context Inquiry Assignment, IEP Best Practices Assignment, Assistive Devices Reflection, the IDEA Summary Project and the Month Long Plan.

Contact Information for Technical Support Assistance for Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability 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. Candidates 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.

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

511- B Course Assignments

Assignments Title	<u>POINTS</u>
Reading logs and Forums	275
Personal Philosophy Assignment	100
Peer Teaching Demonstration and Write-up	100
Ability Case Study Assignment	75
Response to Intervention Action Plan Assignment	75
Lesson Plan Assignment	125
Management Plan Assignment	75
Student Study Team Reflection and Write-up	100
Participation Points	75
Total Points for Class	1000

Grading Standards

A = 94-100	A- = 90-93	
B+ = 87-89	B = 84-86	B = 80-83

C+ = 77-79	C = 74-76	C- = 70-73
D = 60-69	F = 0-59	

All students will come prepared to class; readings and homework assignments are listed Assignment Schedule posted on the course Moodle on the dates on which they are due. 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.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

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

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class)

Participation

- 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.
- Cell phones should be turned off or to the vibrate mode during class.

Final Exam Statement

There will be no final exam.

Policy on Late/Missed Work

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

SCHEDULE/COURSE OUTLINE

The Course Outline provided here is subject to change based on course need and professor discretion.

As of 1-17-2018

WK	DATE	Topic
1	Jan 24	<p>Introduction to course 511-B- What is the purpose of this course, and how will it be conducted? What will course participants be expected to know and be able to do? Why have the books, articles, course materials been chosen? What are the basic elements of the course?</p> <p>Action Research Assignment</p>
2	Jan 31	<p>Introduction Forum Assignment Peer Teaching Assignment (PTA) for text-<i>Teach Like a Champion</i>: In Class: Reading and Discussion-The Foreword, the Author Introduction. Co-Teaching School Context Inquiry Assignment</p>
3	Feb 7	<p>Who are the learners? Profiling students by grade level Activity Understanding and Learning: What are the six facets of understanding? What does it mean to <i>know</i>? What is understanding? What is evidence of understanding? PEER Teaching- Team 1</p>
4	Feb 14	<p>Lesson planning and deciding what to teach: S-O-A-I Model How do teachers use content standards in lesson design/planning? How does one read/deconstruct national, state, and district standards for lesson planning? Lesson planning- Writing Objectives What is a learning objective? What is a student learning outcome? What is universal lesson design?</p> <p>Lesson Outline Assignment PEER Teaching- Team 2 What is understanding? What is evidence of understanding?</p>
5	Feb 21	<p>Classroom Management- Classroom Dynamics and Behavior Management Classroom Culture and Discipline Lesson Planning- Assessment, Part 1 Introduction to Measurement-Assessment-Evaluation</p> <p>PEER Teaching- Team 3</p>
6	Feb 28	<p>Assessment Gallery Walk</p> <p>Classroom Management Assignment</p>

WK	DATE	Topic
7	Mar 7	Value Added Lesson Outline: Adding Assessment plans and the Instructional plan What is a Lesson Plan 6 Facets of learning and YOUR Lesson Outline PTA Team Five Presentation
8	Mar 14	Differentiating for Students with Special Needs, Part 1 What special considerations for students with special needs are necessary? What is differentiation? What are the mechanics of planning for differentiation? How might one use an ability matrix and other relevant resources to structure lesson plans and lesson delivery? How do case studies provide insight into effective pedagogy? How does a teacher avoid the "pobrecito" complex in working with <i>all</i> students? PEER Teaching- Team 6 Preparing a Case Study Assignment
	Mar 19-23	CSUSM Spring Break
9	Mar 28	Differentiating for Students with Special Needs, Part 2 How does one plan for universal access (ELD/SpEd/Gifted students, etc.)? How does a teacher avoid the "pobresito" complex in working with <i>all</i> students? PEER Teaching- Team 7 Record Keeping in the classroom How and why is tracking progress of student learning important in teaching and learning? What record keeping techniques are available for a teacher and how are they manifested in classrooms? How is student data used to demonstrate progress on standards, improve teaching practice and inform decisions about interventions? What particular recording keeping strategies are useful for tracking progress of students with special needs?
10	APR 4	Differentiating for Students with Special Needs, Part 3 English Learners Students with Special Needs Gifted and talented learners PEER Teaching- Team 8
11	Apr 11	Response to Intervention, Part 1 Lesson Plan Part 3 PTA TEAM 9 Presentation
12	Apr 18	Assignment Progress Monitoring Universal Design Lessons Lesson Plan Groups work on final lesson Plan PEER Teaching- Team 10
13	Apr 25	Student Study Teams What are Student Study Teams? How do Student Study Teams work to support student learning progress? Plan Mock SST presentations PEER Teaching- Team 11 & 12
14	May 2	Last Day of Class Mock Student Study Team Activities