

<b>Course &amp; Section Nos.</b>	<b>EDMS 512</b>
<b>Course Title</b>	<b>Elementary Teaching and Learning II</b>
<b>Class Roster No.</b>	<b>22321</b>
<b>Course Day(s)</b>	<b>Wednesday</b>
<b>Time</b>	<b>8:30 a.m.- 3:00 p.m.</b>
<b>Course Location</b>	<b>Farr Elementary</b>
<b>Semester / Year</b>	<b>Spring 2018</b>
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## WELCOME

### 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**

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

### **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 curriculums.

### **Course Prerequisites**

Admission to the Multiple Subject/CLAD teacher Credential Program.

### **Course Objectives**

The purposes of this course are threefold:

- to expand preservice candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

## **REQUIRED TEXTS, MATERIALS AND ACCOUNTS**

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

### **Course Material Available**

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

### **TaskStream Account**

It is a requirement to register with TaskStream to complete the work of this course.

## **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 (2016)**

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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 2: Creating and Maintaining Effective Environments for Student Learning**

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

### **TPE 4: Planning Instruction and Designing Learning Experiences for All Students**

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
  - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
  - appropriate modifications for students with disabilities in the general education classroom;
  - opportunities for students to support each other in learning; and
  - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

#### **TPE 5: Assessing Student Learning**

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

#### **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 the edTPA (Educative Teacher Performance Assessment).

### **edTPA**

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](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.

### **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**

The policy of this class is that all work should be turned in at the week specified in the syllabus. All assignments in this course are required; failure to turn in all assignments is considered an incomplete. Should you be given an incomplete grade, you will be responsible for completing all incomplete work as specified by university policy.

### **Student Collaboration Policy**

The course requires a tremendous amount of collaboration for the completion of assignments. In order to be an effective collaborator you should maintain polite and positive interactions with your classmates. Ideally, any issues you may have with your classmates should be addressed between you and your classmates. If you have issues within a group or a classmate make sure to confer with the instructor to work out the best, most proactive way of solving any problems or misunderstanding.

## **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](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.

## **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

## **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**

This course is paperless. All assignments are to be turned into the Moodle shell (a.k.a. Cougar Course) on time. Points will be deducted for late submissions, as the work you do is essential to the discussions

## **COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS**

### **Community service learning lesson plan 10 points**

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

### **Health/P.E. cross-curricular lesson plan 5 points**

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

### **Peer Teaching Demonstration 20 points**

You are required to sign up to facilitate discussion on an selected set of rubrics from the edTPA handbook or your group will demonstrate an SST for your classmates. You will work with partners to prepare a 15-20 minute learning activity related to the rubrics or the SST demonstration. The activity should engage the class and allow us to examine and apply the materials in a meaningful way.

### **Session Reflections 15 points**

Throughout the course you are required to submit session reflections and discussion forums dealing with a variety relevant course topics. These submissions are graded. Each submission is worth a point toward your grade. The directions for completing each of these entries are written into the Cougar course shell. Be sure to complete the reflections and discussion forums on time so as to not impede the discussions in this course.

### **IEP “Best Practices” Checklist 15 points**



In this course you will create an IEP best practices checklist based upon what you read and what you learn in class. The checklist activity is detailed in the Moodle shell and this list will be submitted on line.

### **edTPA Tasks 1and 3**

**20 Points**

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

### **Participation**

**15 points**

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

### **Electronic Submissions of Assignments**

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

Session Reflections	15 points
Peer Teaching Demonstration (Rubric Study)	20 points
Family Science Night Lesson plan	10 points
Health/P.E. Cross-curricular unit plan	5 points
edTPA tasks tasks 1-3	20 points
IEP Best Practices Checklist	15 points
Attendance/Participation	15 points
<b>Total</b>	<b>100 points</b>

The number of points earned in this course determines grades.

A = 93-100, A- = 90-92, B+ = 87-89, B = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D = 60-69, F = 0-59

## **SCHEDULE/COURSE OUTLINE**



Date	Topic	Readings & Assignments Due
1 01/24/18	Introduction/Course overview TPA 1-3 Lecture	<b>Bring</b> a hard copy of your EDMS 511 School Context Grid. <b>Complete and submit</b> the school context reflection activity. <b>Read</b> the assessment articles linked for this session. <b>Review</b> edTPA handbook for Tasks 1-3. <b>Submit</b> session reflection.
2 01/31/18	edTPA task 2 overview Peer teaching presentation- Rubrics 1-3 Management issue: Challenging students to think critically.	<b>Read</b> chapter nine, Challenging students to think critically - <i>Teach Like a Champion</i> . <b>Read</b> Wiggins' chapter 6 and Valadez article for performance assessment work and to consider community engagement. <b>Submit:</b> session reflection and Task 1 Context report of edTPA.
3 02/07/18	Co-teaching and its importance for regular education classrooms. Peer teaching presentation-Rubrics 4-5 Rubric development workshop Management issue: Challenging students to think critically. Planning for Community Service Learning Project	<b>Explore</b> Common core California state teaching standards for in class work.  <b>Read</b> chapter eight, Improving pacing and rhythm- <i>Teach Like a Champion</i> .  <b>Submit</b> session reflection and co-teaching log.
4 02/14/18	Health and/or P.E. lesson planning work in class. Basics of resume building and job-hunting strategies. Peer teaching presentation-Rubrics-6-9 edTPA 3 lecture. Management issue: Building character and trust	<b>Explore</b> online information on resume development. <b>Review</b> edTPA 3 requirements. <b>Research</b> learning station models online. <b>Read</b> chapter seven, Building character and trust - <i>Teach Like a Champion</i> . <b>Submit</b> session reflection and the community service lesson plan.
5 02/21/18	Peer teaching presentation-Rubrics 10-12 Lecture on edTPA 3. Planning for Community Service Learning Project	<b>Complete</b> a draft resume for in class process. Bring three copies to class. <b>Submit</b> session reflection, health/P.E. lesson plan, and your Task 1 Literacy planning commentary for edTPA.

<p>6 02/28/18</p>	<p>Mock interview explanation</p> <p>Peer teaching presentation- SST</p> <p>Lecture: IEP and Best practices</p> <p>Management issue: What are the procedures and expectations related to IEP and SST's?</p>	<p><b>Explore</b> National board for professional teaching standards web page.</p> <p><b>Write</b> and submit your half-page long description of the definition of <i>accomplished</i> teaching. Use information from the NBPTS for writing you submission.</p> <p><b>Explore</b> videos and web pages related to individual education programs and student study teams.</p> <p><b>Submit</b> session reflection.</p>
<p>7 03/07/18</p>	<p>Mock interview</p> <p>Peer Presentations- Rubrics 13-15</p> <p>EdTPA 3 work continued</p> <p>Continued work on service learning project</p> <p>Management issue: Education law overview</p>	<p><b>Prepare</b> for mock interview and bring a copy of your draft of Task 3 of edTPA.</p> <p><b>Read</b> special education laws websites.</p> <p><b>Submit</b> session reflection.</p>
<p>8 03/14/18</p>	<p>Community Service Learning Project</p>	<p><b>Submit</b> Community service learning reflection, Peer teaching form, IEP best practices checklist, participation grade, and Ed.TPA task three report.</p>