

Course & Section Nos.	ESMX 512
Course Title	Elementary Teaching & Learning II SPED
Class Roster No.	22514
Course Day(s)	Mondays, January 22 --
Time	7:30 – 3:00
Course Location	VAPA Elementary School 600 No. Santa Fe Ave., Vista, CA 92083
Semester / Year	Spring 2018
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Office Hours	Before and after class on school campus

WELCOME

Welcome to this second of two courses designed to support candidate transformational growth into a professional teacher of integrity, insight, compassion and skill in differentiated quality instructional delivery.

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

EDMS 512 focuses on developing an advanced understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms. *This course is aligned with California's SB 2042 Standards.* Course features include specific assignments and lectures designed to meet CCTC Education Specialist Common Program Standards that address specific skill set development for the Educational Specialist. Additionally, this course is aligned with other Multiple Subjects credential course design to include

- to extend preservice candidates' understandings of numerous philosophies of teaching and learning;
- to develop preservice candidate knowledge in concepts and procedures as they relate to students learning English and students with special needs;
- to encourage further infusion of technology into curriculums.

<http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf>

Course Prerequisites

Admission to the School of Education and admission to the Concurrent Program. Successful completion of EDMX 511 consent of Program Coordinator are prerequisites for entrance into this course.

Course Objectives

The purposes of this course are combined with what the candidate can expect to be able to do:

- to expand pre-service candidates' knowledge of (1) learning theories, and (2) experiences with a wide range of pedagogical practices;
- to enhance pre-service candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide candidates with content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic multiple subject content standards, including physical education to all students;
- to provide a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Unique Course Requirements

This class meets on an elementary school campus, therefore, it is required that all candidates possess up-to-date immunization records, TB clearance card, fingerprints on file, certificate of clearance on file, as well as a current CPR certification card that includes infant and child preparedness. Furthermore, this course will require that candidates complete and present a certificate from the Mandated Reporter web training for educators. Professional dress is expected of all candidates while on campus, as this is a personal and professional reflection upon the university and other candidates.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Marzano, R.J., Marzano, J., Pickering, D. (2003) *Classroom Management that works: research-based strategies of every teacher* ASCD. (Available and embedded in course as an E-book)

McCarney, Wunderlich. (2006) *PRE-REFERRAL INTERVENTION MANUAL (PRIM)*. 3rd Ed. Hawthorne Educational Services

Snell, M., & Brown, F. (2011). *Instruction of children with severe disabilities*. Upper Saddle River, NJ: Pearson Education, Inc. (Used in EDMX 511 and will be used next semester)

Thousand, J.S., Villa, R. A. & Nevin, A. I. (2007). *Differentiating instruction: Collaboratively planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press (Used in EDMX 511)

Turnbull, Turnbull & Turnbull, Wehmeyer, Shogren (2016). *Exceptional Lives: Special Education in Today's Schools* (8thed.) Pearson Education, Inc. **(Used in EDMX 511)**

Cougar Courses

All other articles, course readings, and activities can be found inside the Cougar Course:
<https://cc.csusm.edu/course/view.php?id=11291>

TaskStream Account

Candidates enrolled in EDMX 512 already have and maintain a taskstream subscribed account

COURSE LEARNING OUTCOMES

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

- Write and deliver a sequenced interdisciplinary unit of study and curriculum map
- Observe and appropriately respond to/reflect upon student behaviors
- Understand the components of and the differing perspectives of the participants in an IEP team meeting.
- Understand apply new strategies in classroom environment and management
-

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 (2017)

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:

- The CSUSM Local TPE numbers and titles that this course responds to include ALL TPEs, since this is a learning and instruction course. Please read, download, save and print them at this link:
<http://www.csusm.edu/soe/documents/currentstudents/tpe/tpesfulltext.pdf>

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 2017-18 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

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

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

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

NOTE - This document contains an embedded section break so that the course schedule stands alone.

EDMX 512 *TENTATIVE-MAY CHANGE* COURSE SCHEDULE
Spring 2018 – Mauerman

Week/ Session	Topic & Session Activity	Readings & Assignments Prep for Class this Day	To Do/Submit
① 1/22	<ul style="list-style-type: none"> · Cohort Business Meeting Tutoring, Journal Entry · TPA 3 & 4 Requirements/O'view, 	<p>Review TPA 3 materials, calendar. Create semester Master Calendar</p> <p>View Bill Gates talk</p> <p>Begin Research for in-depth category presentation after sign up in class</p>	Submit Reflective Journal
2	<ul style="list-style-type: none"> · Introduction/Course Overview Table Group Assignment: SST · Assignment Review, Course Detail · SST Presentations 		
② 1/29	<ul style="list-style-type: none"> · Cohort Business Meeting · In depth Category Presentations · Tutoring, Journal Entry · Observation Reloaded Activity · Lecture Web Quest CA Dept of Ed: Curriculum Standards, Frameworks, Universal Access 	<p>Explore CA state teaching standards for in class work. Read CA Grade level “old” frameworks; ·http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf ·http://www.calstat.org/closingachievements/gapmessages.html</p> <p>· http://idea.ed.gov/explore/home PRIM Manual</p>	<p>Submit: journal entry/ reflection Submit: definition & analysis chart</p> <p>Choose grade level as a group for Month long Plan and IEP assignments.</p>
4	<ul style="list-style-type: none"> · In depth Category Presentations · Strategic Behavior/Classroom Management Project Curriculum Map Intro 		Submit Clsrm Mgmt Group Project
③ 2/5 5	<ul style="list-style-type: none"> · Cohort Business Meeting · In depth Category Presentation · Tutoring, Journal Entry · SpEd Resource Binder Revisited 	<p>Read: Turnbull Chapter Assessment Bring SpEd Resource Binder Purchase or download both a month long and a year-long calendar. Access and make a copy of a district calendar for in class work.</p> <p>View: Lemov videos, finding alternative techniques & strategies.</p>	<p>Submit: journal entry/ reflection</p> <p>Print out all of one selected grade level teaching standards for in class work,</p>
6	<ul style="list-style-type: none"> · In depth Category Presentation · Unit Planning: Month Long Curriculum Map Workshop 		Resource Binder Check
④ 2/12 7	<ul style="list-style-type: none"> · Cohort Business · In depth Category Presentation · Tutoring, Journal Entry · Assessment Differentiation Workshop 	<p>Read: Assessment articles in CC</p> <p>Read: Thousand lecture on nondiscriminatory evaluation/FAPE</p>	Submit: journal entry/ reflection Submit: Assessment Group Activity
8	<p>Assessment</p> <ul style="list-style-type: none"> · In depth Category Presentations · Nondiscriminatory Assessment · Collecting Student data 	Explore: Units and unit planning, bring info to class	
⑤ 2/19 9	<ul style="list-style-type: none"> · Cohort Business AT CSUSM · In depth Category Presentations · Tutoring Journal Entry · The IEP Process 	<p>Read: CC articles re IEP development</p> <p>Explore online information re IEP assigned student family</p> <p>Read & Explore re tips for a good IEP</p> <p>Explore videos /web pages posted</p>	Submit: journal entry/ reflection Check for Room location on CSUSM campus.
10	<ul style="list-style-type: none"> · In depth Category Presentation · IEP /Family Centered Practice Workshop 		

⑥ 2/26 11	•Cohort Business •In depth Category Presentations •Tutoring, Journal Entry	[EXTRA- IF TIME: Revise or Draft resume FIND philosophy of teaching from 350. Gather test scores, transcripts, certifications, fingerprints, CPR , vaccinations, EVERYTHING, into one pocket multi page folder for EDMX 575] Visit: www.csusm.edu/careers	Submit: journal entry/ reflection Submit: Accomplished teaching Submit: Resource Binder- hard copy
12	•In depth Condition Presentations IEP /Family Centered Practice Workshop First IEP Sim Presentation ?)		
⑦ 3/5 13	•Cohort Business •In depth Category Presentations •Tutoring, Journal Entry •IEP Simulation Presentations	Submit session reflection. assignment, Parts 1 & 2 of IEP and in-class simulation reflection Explore individual education programs and student success teams.	Submit: journal entry/ reflection Submit Special Education Teacher Role in the IEP Process group worksheet. (?)
14	•In depth Category Presentations •IEP Simulation Presentations		
⑧ 3/12 15	•Cohort Business •In depth Presentations •Tutoring, Journal Entry •IEP Simulation Presentations	Submit session reflection.	Submit: One month unit planning Calendar/Map Submit Self Assessment re Professional Dispositions (possibly n/a this term) Course Evaluation
16	•In depth Category Presentations •IEP Simulation Presentations Potluck/Celebration of learning!		

OURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Graded Course Components	Type of assignment	Point value
Journal Entry/Tutoring Reflections (7 weeks x 3 pts)	Individual	21
In- depth Sp Ed M/M Topic In-depth Presentation	Individual	10
SpEd Resource Binder w detailed entries from course	Individual	10
Assessment Differentiation Chart for binder	Group Forum/Indiv submission	8
Strategic Behavior/Classroom Management	Group Forum	7
IEP Process Simulation	Group Forum/Indiv submission	12
One Month Curriculum Map/Unit Planning Calendar	Group Forum/Indiv submission	16
Attendance/Participation & Prof. Effectiveness	Individual	16
TOTAL		100 points

Course Assignments –Overview

Journal Entry/Session Reflections

21 points

Throughout the course, candidates will submit session reflections and journal entries dealing with a variety relevant course topics. These submissions are graded and worth 2 points per week for 7 weeks. The directions for completing each of these entries are embedded in the module for each week of the companion

Cougar Course. Be certain to complete the reflections on time so as to not impede the discussion or forward movement in this course.

In-depth Individual Condition Lesson/Presentation

10 points

Educational Specialist Candidates will research and develop a lesson/lecture with media (PPT) for colleagues as assigned regarding one specific condition as outlined in Federal Definitions of categorical service for eligible students. This information will be compiled and added to the Characteristics/Strategies Matrix notebook to serve as a best practice resource and will include a hard-copy resource page for teachers, parents and students.

Differentiated [Content-Process] Assessment Chart – Group Project

8 points

Using prepared materials from texts and course media, each team is to design a solutions-based approach to differentiated assessment techniques for a variety of behaviors and conditions that meet a specific assigned criterion. In-class activity to support skills required for high stakes assessment.

Strategic Behavior/Classroom Management – Group Project

7 points

Using the PRIM Manual and course media and articles, teams develop a Resource chart to be shared with other candidates which offers 'At-A-Glance strategies for general and specialist teachers to employ in meeting the needs of a fully inclusive classroom

Conditions & Strategies Resource Binder

10 points

In this multi-dimensional assignment, ES/concurrent candidates will demonstrate understanding of each of the 14 federally defined areas of service to student diagnosed as eligible for Special education services. In addition, candidates will learn how the process of Response to Intervention (and the SST process as presented in EDMX 511) works to ensure quick response to student difficulties occurring in the general education classroom.

IEP Process

12 points

In this multi-dimensional assignment, candidates will demonstrate understanding of best practices in the IEP process. In class simulation of the process; materials to prepare you for this assignment are posted in class

One Month Planning Calendar & Unit of study

16 points

This assignment requires candidates to work with their group/team to develop and report on a proposed one-month planning calendar. Each group plan will cover all appropriate learning standards for a selected grade level for all subjects. This will be a 4 to 5 page plan for one full month to 6 weeks. Within that month timeframe, a unit of study is to be developed in a specific area and integrated onto the overall plan. The detailed plan will be submitted in assignment portal and will conform to the format as outlined in class.

Participation

16 points

Because the role of the Educational Specialist is that of a professional with an advanced credential, the interpersonal skill and practice of appropriate professional and encouraging behavior is also of utmost importance. EDMX 512 is designed to foster community and collaboration in its highest form. This practice does not allow for sidelining, abstaining from flexible grouping, any form of judgment or disapproval of another classmate as a person.

Grading Standards

No A+ possible	A = 95-100	A- = 90-94
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D = 60-69	F = 59 or lower	

Please note that for this course, an A is earned for points achieved above 95.

Final Exam Statement

The signature assignments and portfolios shall serve as the assessment and evidence of competency. There is no final exam.

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).*

For EDMX 512, full attendance means that candidates are not distracted or hampered from productivity by electronic devices. As a rule, cell phones shall 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 personal or 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 all candidates participate in class discussion, interact with colleagues, instructors, and submission of all discussion to forums and session reflections **on time**.

Candidates are scored upon classroom participation and effectiveness as a group member. It is expected that all candidates behave in a professional manner at all times during the course, both in class, online, and in the field. This will require that every candidate approaches instructors, school personnel, and colleagues in a respectful manner that emphasizes solution finding and creative collaboration, cheerful execution of classroom tasks and a non-antagonistic demeanor, as outlined.

The development, fostering of or refusal to dissolve cliques which exclude or distance ANYONE in the cohort from others will result in automatic removal of points. This includes any form of gossip, bullying, denigration or ill will of any form. The instructor will provide one warning with recommendations and/or solutions, then will remove points without further notice if the offending behavior continues. Additional steps include the issuance of a Statement of Concern (SOC) for unprofessional dispositions.

Student Collaboration Policy

As assignments are assigned, each group member is required to offer to serve in a specific role as has been established for that assignment. Good group members possess the attributes of responsibility for his/her own action, an attitude of enthusiasm and focused engagement, as well as a genuine curiosity in the subject matter at hand. Candidates treat one another with respect and compassion, with a willingness to come to consensus. Candidates hear all opinions and acquiesce as the situation requires, with a good-natured acceptance and solution-finding stance.

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 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:

- This course includes face-to-face instruction (including activity and laboratory modes of instruction) in which candidates are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning—therefore, since this is a 3 unit course, it is expected that 6 hours of outside work occur on a weekly basis. The requirements of this course will ensure that all candidates spend more than this basic amount of time.

All University Writing Requirement

- The All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit, and 2500 words for courses of 3 or more units) is satisfied in this course.

Course Format

This course meet for one FULL school day each week, with online components found in the Cougar Course to complete between class meetings.

Necessary Technical Competency Required of Students

Candidates must bring a fully functional laptop device to class every day, and be familiar with the technological use requirements as posted in the course.

Contact Information for Technical Support Assistance

<http://www.csusm.edu/ids/guides/student.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 **MUST** 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.