

Course & Section Nos.	EDMS 511—Section 2
Course Title	Elementary Teaching and Learning I
Class Roster No.	42619
Course Day(s)	Wednesdays
Time	8:30am-3:00pm
Course Location	Maie Ellis Elementary School, Room 280, Fallbrook, CA
Semester / Year	Fall 2018
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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 I

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

Course Prerequisites

Admission to the Multiple Subject/CLAD teacher Credential Program.

Course Objectives

The purposes of this course are threefold:

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

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Required Texts

- Heritage, M. (2010). *Formative Assessment: Making it Happen in the Classroom*. Thousand Oaks, CA: Corwin.
- CalTPA Assessment Guide

Suggested Texts

- Center for Responsive Schools (2015). *The First Six Weeks of School*. Center for Responsive Schools. <https://www.responsiveclassroom.org/product/first-six-weeks-of-school/>

Other Readings and Materials—Available on Cougar Courses

Look to each section for required links and videos, and to Cougar Courses for additional readings.

- Punished by Rewards (Chapter 3—pp. 35-48)

COURSE LEARNING OUTCOMES

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

- Design learning experiences with a lesson planning template that clearly state instructional objectives and aligned with state/common core standards.
- Modify and differentiate lesson plans to meet the needs of diverse learners.
- Deliver a lesson plan using effective practices: anticipation, questioning, wait-time, modeling, active participation, and assessment.
- Apply a variety of classroom management strategies.
- Develop effective questioning techniques to assist students in critical thinking.
- Personalize their role as a teacher to create a classroom management plan and a philosophy for instruction.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework.

Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies (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:

TPE 1: Engaging and Supporting All Students in Learning (Lesson Planning Assignment)

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning (Classroom Management Assignment)

2.2 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.

2.3 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.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning (Lesson Planning Assignment)

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (Lesson Planning Assignment)

4.1 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.

4.2 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.

4.3 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.

4.4 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:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;
- 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

4.6 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.

TPE 5: Assessing Student Learning (Lesson Planning Assignment)

5.1 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.

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

5.6 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.

5.8 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.

TPE 6: Developing as a Professional Educator

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and Preliminary Multiple and Single Subject Credential Program Standards

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).

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	Readings Due	Assignments Due
Session 1 08/29/18 Introduction/Course Overview		
Session 2 09/05/18 Lesson Planning and Universally Designed Instruction Overview of written instructional component assignment	Spend some time exploring: http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl	Download and bring: http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf Lesson Plan Example —Read and jot down questions/comments/thoughts
Session 3 09/12/18 Universally Designed Instruction/ Accommodations and Modifications Overview of lesson plan snapshots	Thousand, Villa, & Nevin (2013). Accommodations and Modifications chart (on CC) FAPE School Accommodations and Modifications: http://www.wrightslaw.com/info/sec504.accoms.mods.pdf RTI: http://www.rtinetwork.org/learn/what/whatisrti	
Session 4 (ONLINE) 09/19/18	ONLINE WORK SESSION	ONLINE WORK SESSION
Session 5 09/26/18 Lesson Plan Snapshots		Instructional component of lesson plan Come prepared with ALL materials for your lesson plan snapshot!
Session 6 10/03/18 Assessment-- Introduction Overview of assessment component	Heritage Chapters 2 & 3 (pp. 7-36)	Self-reflection on instructional component of lesson plan

Date	Readings Due	Assignments Due
Session 7 10/10/18 Formative Assessment Success criteria/rubrics Analyzing student work	Heritage Chapter 4 (pp. 37-55)	
Session 8 10/17/18 Assessment Roundtables <u>Richard Villa Talk—5PM</u>		Success criteria, tools/artifacts/methods, and rationale/reflection due for assessment component. Come prepared to discuss your assessment process with a small group!
Session 9 10/24/18 (ONLINE) Classroom Management	Read: Punished by Rewards (Chapter 3—pp. 35-48) (on CC) Recommended: Responsive Classrooms—First Six Weeks of School (selections)	Begin classroom management interactive journal
11/14/18		Classroom management journal (Round 1)
12/05/18		Classroom management journal (Round 2)

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Participation (10 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.

The class is scheduled to meet 7 times in person over the fall term from 9am-330pm on Wednesdays. In addition to these sessions, the course also requires your attendance and participation in a variety of special presentations and workshops/teach-ins. You will be given advanced notice of the dates and times of these (some are included in this course outline while others will be communicated to you in a different format).

Each of you is expected to be present at every class or activity, to be on time—and 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.

Course Assignments

Instructional component (40 points total)

The instructional component is the first piece of a larger lesson planning assignment focused on mathematics teaching. The instructional component assignment is designed to demonstrate your capacity to plan for a group of specific students using inclusive teaching practices. This assignment has three parts: (1) Written instructional component of a lesson plan; (2) a lesson plan snapshot presentation; and (3) a self-reflection. These are explained in more detail below:

- (1) Written Instructional Component of a Lesson Plan (20 points total):** Through readings and in-class activities, you will be learning how to design inclusive lesson plans. This is due **09/26/18**. This piece of the assignment will demonstrate your capacity to integrate these understandings to:
 - a. Provide the preliminary information for a chosen lesson
 - b. Clearly lay out the standards, objectives, and academic language demands for your chosen math lesson
 - c. Design and describe a plan that lays out the inclusive instructional strategies and learning tasks (Launch/Hook/Engagement, Explore, Closure, Resources and Materials) that you will use to scaffold *your* students' learning toward the objectives. In this, you will highlight in **different colored text** the Universal Design for Learning approaches, as well as any accommodations and modification you made, and include a comment box that provides the rationale for each of these decisions. An example of this will be provided as a model. Remember that you are designing this lesson for the students in your clinical practice classroom and *not* for a general group of students.
- (2) Lesson Plan Snapshot Presentation (15 points):** Based on your written instructional component of the lesson plan, you will teach a small group of your peers the core of your lesson on **09/26/18**. That is, you will teach the Launch and Explore sections of your lesson plan. You should come to class prepared with all materials to enact your lesson (e.g., manipulatives, differentiated worksheets, anchor charts) for up to 6 people. This is an opportunity to try your hand at teaching something which you have planned and is designed as a learning opportunity.
- (3) Self-Reflection on Instructional Component (5 points):** Following your enactment of the lesson plan snapshot, you will write a 1-2 page reflection about the process and outcomes due **10/03/18**. The reflection should provide a *brief* overview of your work as well as reflections on your goals, strengths, and weaknesses. Conclude with a description of what you learned from this process and how you believe you could improve. Be specific and use examples.

Assessment Component (40 points total)

The assessment component is the second piece of the larger lesson planning assignment focused on mathematics teaching. The assessment component is designed to demonstrate your capacity to develop success criteria and inclusive formative assessments for your lesson. This assignment has three major parts and is due **10/17/18**:

- (1) **Success Criteria (20 points):** Through readings and in-class activities, you will be learning how to develop success criteria that will guide you in understanding whether your students have met your objectives for the lesson. This piece of the assignment will demonstrate your capacity to:
 - a. Develop clear success criteria for informal formative assessments within a lesson plan
 - b. Develop clear success criteria in the form of a rubric for the formal formative assessments within a lesson plan
- (2) **Tools/Artifacts/Methods (15 points):** In order to determine whether students have met the success criteria, they will need to demonstrate their knowledge. There are a variety of ways for students to do this, which we will go over in detail in class and through readings. For this portion of the assignment, you will create the tools/describe the artifacts and methods you will use to gather information to determine if your students developed the knowledge and/or skills stated in the content and ELD objectives for *this* lesson. If you will use differentiated approaches, please describe and/or create these as well. This portion of the assignment is due
- (3) **Rationale and Reflection for Assessment Component (5 points):** Following your development of the success criteria and tools/artifacts/methods, write a 1-2 page paper that outlines your rationale for approaching your assessment component as you did. This should include a *brief* overview of your lesson and work. Conclude with a description of what you learned from this process and how you believe you can improve. Be specific and use examples.

Classroom Management Interactive Journal (10 points total)

Once the core eight weeks of this course is complete, we will continue to support your practice by attending to classroom management through an online interactive journal. This assignment is designed to have you begin to think purposefully about approaches to classroom management. There is a singular reading *Punished by Rewards* available through Cougar Courses, as well as a recommended text *Responsive Classrooms: The First Six Weeks of School*. As you write these journal entries, you should reference these texts (and any other readings you have done). Identify a partner and create a shared Google Doc with both individuals having editing privileges. You should each “own” a Google Doc which your partner will comment upon. You must write three journal entries within every four weeks (so 3 entries between 10/24 & 11/14 and 3 entries between 11/15 & 12/05). These will be reviewed and assessed for a grade on **11/14/18 & 12/05/18**; please send the link to your Google Docs to jkolman@csusm.edu. The interactive journal assignment involves the following:

- 1) **Writing of journal entries (5 points):** These entries should describe your observations of classroom management within your clinical practice and your reflections on those practices in lieu of your own beliefs as well as the assigned readings. You will be assessed not on your beliefs about management but rather on your ability to critically reflect on the practices in lieu of the readings.
- 2) **Responding to your partner (5 points):** Through the use of comment boxes, respond to *each* of your partner’s entries. These responses can come in a variety of formats (e.g., comparisons, thoughts, questions, references to readings or experiences) but should demonstrate your capacity to think critically about the classroom management approaches in schools. Remember to be respectful in your responses which means you should consider tone and word choice carefully.

Grading Standards

Participation	10 points
Instructional component	40 points
Written instructional component of lesson plan	20 points
Lesson Plan Snapshot presentation	15 points
Self-Reflection on instructional component	5 points
Assessment component	40 points
Success Criteria	20 points
Methods/Tools/Artifacts	15 points
Rationale and Reflection	5 points
Interactive Journal	10 points

Written Journal Entries
Journal Entries Responses

5 points
5 points

Total

100 points

The number of points earned in this course determines grades.

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D = 60-69

F = 0-59

Final Exam Statement

There is no final exam for this course

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. You may miss **no more than one** class session **to receive a passing grade** in this course. There is no such thing as an excused absence. As a professional courtesy, I expect that you communicate with me in advance should you need to miss a class, but the expectation is that you will attend **every** course session as much learning is built into each one, and this kind of work cannot be made up outside of the classroom. Should you have extenuating circumstances, please contact me as soon as possible.

Policy on Late Work

Assignments completed on time will be read on time, and will benefit from substantive feedback. **Late assignments will be read but substantive feedback will not be given.** Lateness will also result in a grade reduction of 10% per day. If you find yourself unable to complete an assignment on time due to extenuating circumstances and require an extension, please speak with me as soon as possible. Do not assume an extension simply because you do not hand in your assignment. Due to the tight timeline of this course, **assignments will not be accepted if they are more than one week late.**

GENERAL CONSIDERATIONS

Professional Expectations

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.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students

website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

This course is a face-to-face course totaling at least 45 hours of work per credit.

Course Format

This is a face-to-face course format. Some assignments will be turned in via Cougar Courses or email, while others will require you to bring in a hard copy to class. Please see Cougar Courses for details.

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.