

Engaging diverse communities through leading and learning for social justice

Course & Section Nos.	CRN 40355
Course Title	EDMS 512B: Elementary Teaching and Learning II
Class Roster No.	N/A
Course Day(s)	Wednesdays
Time	12:30 p.m. -3:20 p.m.
Course Location	UH 441
Semester / Year	Fall 201 8
Instructor	Suzi Van Steenberg, Ed.D.
Phone	N/A
E-Mail	svansteenbergen@csusm.edu
Office	UH 445
Office 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 outcome

Table of Contents

COURSE DESCRIPTION	2
Course Prerequisites	3
Course Objectives	3
REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS	3
Required Texts for all content areas:	3
Cougar Courses	3
TaskStream Account	4
COURSE LEARNING OUTCOMES	5
Special Education	5
Authorization to Teach English Learners	5
Teacher Performance Expectation (TPE) Competencies (2017)	5
Teacher Performance Assessment	6
Expected Dispositions for the Education Profession	6
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)	6
COURSE SCHEDULE	7
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS	9
Course Assignments	9
Classroom Observations (2) (50 points each)	9
Note: There will be additional, small assignments added throughout the semester, some graded, some not. I will give plenty of advanced notice of such assignments as needed.	10
Grading Standards	10
Policy on Late/Missed Work	10
Final Exam Statement	10
School of Education/Course Attendance Policy	10
Computer Use During Class Sessions	10
Cell Phones	11
GENERAL CONSIDERATIONS	12
CSUSM Academic Honesty Policy	12
Plagiarism	12
Students with Disabilities Requiring Reasonable Accommodations	Error! Bookmark not defined.
Credit Hour Policy Statement	12
All University Writing Requirement	13
Electronic Communication Protocol	13

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.
- *Enrollment restricted to students in the ICP.*

Course Prerequisites

Admission to the ICP Multiple Subject/CLAD teacher Credential Program.

Successful completion of EDMS 511 prior to EDMS 512

Course Objectives

By the end of this course, students should be able to:

1. Demonstrate proficiency with lesson and Unit Planning
2. Identify exemplary materials (technology and technology resources, curriculum, textbooks, equipment, ancillary materials) appropriate for K-8 school children.
3. Demonstrate knowledge and understanding of the California Common Core Standards for English Language Arts and Mathematics.
4. Demonstrate an understanding of the California English Language Arts or Mathematics standards.
5. Apply the Understanding by Design model of instruction as it relates to Unit Planning.
6. Identify simulation tools and demonstrate the use of technology to enhance elementary teaching and learning.
7. and learning.
8. Demonstrate confidence in identifying and using effective classroom management strategies.
9. Use authentic methods of assessment to evaluate learning of concepts and processes.
10. Practice strategies to include all students in learning of concepts and processes (linguistically and culturally diverse, students with disabilities and other students with special needs).
11. Use reflection as a tool to increase conceptual understanding of teaching and learning concepts and the ability to improve teaching.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts for all content areas:

- Wiggins and McTighe, (2000). *Understanding by Design* Association of Supervision and Curriculum Development. ISBN-13: 978-0871203137

Provided in class:

- Kluth, Paula, (2011). *You're Going to Love This Kid* ISBN: 1598572040.

Other handouts and resources will be distributed in class and through the Moodle course site

Cougar Courses

You have access to the Cougar Course website for EDMS 512B when you register for the class.

TaskStream Account

You will need to set up an account for your Multiple Subject Credential.

COURSE LEARNING OUTCOMES

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

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 CSUSM local TPEs in this course:

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. You will be required to formally address the following TPEs in this course:

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and use of Assessments

C. Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

D. Planning instruction and Designing Learning Experiences for Students

TPE 8: Learning About Students

TPE 9: Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time

TPE 11: Social Environment

F. Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

TPE 14: Technology

TPE 15: Social Justice and Equity

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 2018-19 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment)

CalTPA: To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on this website: <http://www.ctcpa.nesinc.com/Home.aspx>

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.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations (as referred to above) and complete critical assessment tasks - specific assignments for this course. It is the teacher candidate's responsibility to understand expectations and complete assignments by stated due dates.

COURSESCHEDULE

Subject to Change As Needed

Note: Assignments & Readings are due at the start of class for the listed week.

Week	Date	Agenda	Assignment(s) & Readings Due
1	August 29	Introductions; Beginning a conversation about disability.	Chapter 1, Kluth Text
2	September 5	Models of Disability: Medical, Social & Capability <ul style="list-style-type: none"> ● The Disability Resume ● Disability as a Social Justice Issue 	
3	September 12	Language and Disability; History of disability	Chapter 1, 3 Kluth Text Forum reflection from previous week due Sunday (Initial Post), Tuesday (2 follow-up responses).
4	September 19	Ethical responsibilities/IDEA history, etc.	Chapter 2 Kluth Text Forum reflection from previous week due Sunday (Initial Post), Tuesday (2 follow-up responses).
5	September 26	Working with students & families; cultural reciprocity	Chapters 4, 9 Kluth Text Weekly Reflection for this week: Due Sunday 9/30 by 11:55 p.m.
6	October 3	UDL, Inclusive Practices; Assessment; Case Study Project	Chapters 10-11 Kluth Text Weekly Reflection for this week: Due Sunday 10/7 by 11:55 p.m.
7	October 10	Case Study Project (Part I)	Weekly Reflection for this week: Due Sunday 10/14 by 11:55 p.m. Observation Reflection #1 Due

8	October 17	Case Study Project (Part II)	Weekly Reflection for this week: Due Sunday 10/21 by 11:55 p.m.
9	October 24	Lesson Planning Workshop (CalTPA)	Weekly Reflection for this week: Due Sunday 10/28 by 11:55 p.m.
10	October 31	Happy Halloween! Lesson Planning Workshop (CalTPA)	 Spooky Activity! (Feel free to dress up!)
11	November 7	Lesson Planning Workshop (CalTPA)	Weekly Reflection for this week: Due Sunday 11/11 by 11:55 p.m.
12	November 14	Draft CalTPA Lesson Plan Due-- <i>Please bring a hard copy!</i>	Weekly Reflection for this week: Due Sunday 11/18 by 11:55 p.m. Observation Reflection #2 Due
13	November 21 (No class)	<i>Happy Thanksgiving!</i>	
14	November 28	CalTPA Action Plan for Spring Semester	Final CalTPA Plan Due
15	December 5	Resume Writing Workshop	Resumes Due:____

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Weekly Reflections/Discussion Posts (10-15 Points)

Each week (most weeks) you will have the opportunity to do some thinking and reflection on what we did in class that week. I may ask you to post to a forum or do a personal reflection just to me. I may ask you to bring in the reading, or comment on something going on in your practicums. Each week the assignment will vary somewhat. Directions for each week will be posted in Cougar Courses.

Lesson Plan: Meeting the Needs of Diverse Learners (50 Points)

In your social studies methods class, you will be creating a mini-unit plan around a children's book. In this class, I will ask you to build into that plan universal design strategies that meet the needs of all learners. You will turn in that plan to me as well, and do a reflection in which you discuss how you used universal design methods to meet your students' various needs.

Classroom Observations (2) (50 points each)

Over the course of the semester, you will make time in your practicums (or at other times during the week) to visit and observe in at least 2 settings/classrooms that serve students with disabilities. You will then submit a reflection on each observation. The goal is to get some sense for how inclusive practices work in classroom settings, and to start thinking about how you will incorporate those practices in your own classrooms.

CalTPA-Aligned Cycle 1 Lesson Plan (100 points)

Toward the end of the semester, you will have the opportunity to prepare a full CalTPA-aligned lesson plan. This will help you learn the process so that you are ready to begin your field placement ready to teach.

Case Study (100 points)

You will be working in small groups to perform a detailed case study of a given student (provided to you). As part of that case study, you will consider that student's background, assets, needs, family background, and other factors. You will do a short presentation on your student for the class, and stage a mock SST or IEP (depending) which you will do in front of the class in a "fishbowl" format.

- Weekly Reflection/Discussion Posts 100 points
- Lesson Plan & Reflection (Joint with SS Class) 50 points
- Classroom Observation Reflections 100 points
- CalTPA Cycle 1 Lesson Plan 100 points
- Case Study 100 points

Note: There will be additional, small assignments added throughout the semester, some graded, some not. I will give plenty of advanced notice of such assignments as needed.

Grading Standards

Candidates may earn up to 100 points through the above assignments . A grading percentage scale for the final grade is as follows:

90-100% = A

80 – 89% = B

75 – 79% = C+

Policy on Late/Missed Work

As a general rule, late work will not be accepted. However, teacher candidates are encouraged to discuss individual circumstances in regard to assignments should it become necessary. Instructors reserve the right to develop individual contracts based on the needs the candidate .

Final Exam Statement

There is no final exam for this course.

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 this class, you may miss one class session without penalty to your grade. If you are absent 2 class sessions, your highest possible grade is a “B.” If you are absent 3 class sessions, your highest possible grade is a “C+.” Late arrivals and early departures of more than 15 minutes will count as an absence. Please email your instructor if you will be absent or late. Keep in mind that absences do not change assignment due dates.

No credit will be given if you miss an in-class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Computer Use During Class Sessions

You are welcome to use a laptop computer or your cell phone in class (in fact, it is highly encouraged to bring your laptop to class for various activities and for researching) when working on class assignments, for example. However, you should not check email or other personal computer use for time outside of class. Please be considerate of your instructor and peers in this regard.

Cell Phones

Please turn off your cell phone before the start of each class. In addition, there will be no texting during class. It is unprofessional for teachers to use their cell phone during meetings with peers or during professional development activities (our class is considered professional development!). There are some instructional activities that we will do that may require cell phones --if that is the case the instructor will let you know. Otherwise, err on the side of putting it away, and check it only at breaks or outside of class.

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.

If you have any issues in this regard that you would like to bring to my attention, please do. I am happy to work with you to make sure your experience in my class is a comfortable one. Please don't hesitate to reach out to me if you think you might benefit from adjustments or accommodations.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- In this course with face-to-face instruction students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that

for courses with a “lecture” mode of instruction over an entire semester, each unit of credit corresponds to an ‘hour’ of class -time and two hours of student learning outside of class).

All University Writing Requirement

Teacher Candidates will fulfill the writing requirement of 2500 words through written reflections, lesson plans, blogs, Action Research and Planning and Instructional Commentaries as required by CalTPA.

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 online 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 online 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.

Per university policy, please use my CSUSM e-mail address to communicate with me about any issues (rather than my personal e-mail). That address is svansteenbergen@csusm.edu