Course & Section Nos.	EDMS 511
Course Title	Elementary Teaching and Learning I
Class Roster No.	43978
Course Day(s)	Monday
Time	4:00 p.m. – 6:50 p.m.
Course Location	Online
Semester / Year	Fall 2020
Instructor	Gilbert Valadez, Ed.D.
Phone	760-750-8514
E-Mail	gvaladez@csusm.edu
Office	University Hall 360
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 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 Learning Outcomes

Upon successful completion of this course, candidates will be able to:
- Elicit evidence of student learning to guide feedback and instruction
- Design instruction that applies the principles of Universal Design for Learning (UDL) to meet the needs of all learners in the classroom
- Design instruction that includes appropriate learning goals, modifications and/or accommodations for students with disabilities based on their IEP, IFST, and/or 504 plans
- Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum
- Demonstrate understanding of Multi-Tiered Systems of Support (MTSS) structures and how they support students in receiving services and shape teachers' practice
- Demonstrate understanding of how students who receive special education services can advocate for their learning needs
- Articulate how teachers can establish and maintain inclusive environments through clear expectations for positive classroom behavior; communicate classroom routines, procedures, and norms to students; support students' social-emotional growth; recognize and address instances of intolerance and harassment among students; and engage in productive student-to-student and student-to-teacher interactions

Required Texts and Materials

Required Texts
Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin.
Novak, K. (2016). *UDL NOW!: A teacher's guide to applying universal design for learning in today's classrooms*. (Second Edition) Wakefield, MA: CAST.

Course Material Available

There are numerous readings and resources required to successfully complete this course available through Cougar Courses. Look to each section for required links and videos

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 (Inclusive Lesson Design
> Assignment—Introduced, Practiced, and Assessed)

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 Focused Observations—Introduced and Practiced)

2.1 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.
2.3 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.
2.6 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 (Inclusive Lesson
> Design Assignment—Introduced, Practiced, and Assessed)

3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
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.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (Inclusive Lesson Design Assignment—Introduced, Practiced, and Assessed; Special Education Reflection Paper—Introduced, Practiced, and Assessed)

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
4.5 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.)

TPE 5: Assessing Student Learning (Inclusive Lesson Design Assignment—Introduced and Practiced, and Assessed; Special Education Reflection Paper—Introduced, Practiced)

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.
5.8 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 2020-2021 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 the SOE website:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

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

Week	Topics	Assignments/Readings/Activities
Week 1 Aug 31	Introduction/Course Overview Building Classroom Communities Here is the Zoom meeting link for this course. We are scheduled to meet weekly from 4:00-7:00 p.m.: https://csusm.zoom.us/j/9739576 7015 **Note:** The dates in this schedule are starting dates for each module. The Due Dates of the assignments are located in the Course Shell. The schedule can be changed at the discretion of the professor.	Read and Complete Reading Log 1: UDL Now! Read Chapter 1. Answer questions 2,3, and 4 in the Discussion Forum. Read the Student Teacher Student Teacher Scenarios and answers the questions for each example. Read and Complete Reading Log 2 Heritage, Formative Assessment. Read Chapters 1 and 2. Answer question number 3 at the conclusion of chapter 2. Contribute: Discussion Forum- Class Introduction
Week 2 Sep 7	Eliciting Evidence of Learning Formative assessment (informal and formal); summative assessment activities School Context- Getting to know your students. In class activity and discussion	Read and Complete: Reading log 3: Formative Assessment, Chapter 3: Read chapter 3. Answer questions 2 and 3 at the conclusion of chapter 3. Examine: Getting to Know Your Student Form in the course shell.
Week 3 Sep 14	Standards and Objectives Success Criteria Informal and formal assessment activities	Explore: Standards and Objectives: https://www.wku.edu/ste/objectives/index.php https://roomtodiscover.com/learning-objectives-standards/ https://www.youtube.com/watch?v=7lGX8mndu5w Complete: Standards Vs. Objectives Statement Complete: Create your own Objective assignment.

		Explore: Success Criteria and Learning Goals:
		https://www.newenglandssc.org/wp-content/uploads/2019/08/writing_tips_learning_goals_success_criteria.pdf
		https://www.teachingchannel.com/blog/spark-motivation-in-your-students-with-success-criteria
		https://www.youtube.com/watch?v=IiTsPPSqZfQ
		Complete: Success Criteria webpage and video review: After viewing both webpages and the video write a paragraph or two describing three new understandings about Success Criteria and Learning Goals.
Week 4 Sep 21	Lesson Planning Purpose and skills activities Universally Designed Instruction/MTSS Frameworks application activity	Explore : Universal Design http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl Read and Complete: Reading log 4: UDL *Now!* Chapters 2 and 3. Read Chapters 2 and 3. Answer discussion questions 2 and 3 at the end of Chapter 2. Answer discussion questions 2 and 4 at the end of Chapter 3. Complete: Student Context Report
Week 5 Sep 28	Universally Designed Instruction Ability Case Study Example and Assignment	Read and Complete: Reading Log 5: UDL Now! Chapter 4. Read the chapter and answer questions 1-4 at the end of the chapter. Complete: Ability Case Study Example
Week 6 Oct 6	Lesson Planning: Multiple Subject Lesson Plan Draft and Group discussions	Due: Getting to Know Students Context Form Read and Complete: Reading Log 6: Formative Assessment, Chapter 4. Read the chapter and answer questions 1 and 3 at the end of the chapter. Contribute to the Discussion Forum: Multiple Subject Lesson Plan, Draft.

Week 7 Oct 12	Classroom Management Grid TRICKS- Madeline Hunter	Complete: TRICKS Quiz Due: Classroom Management Plan.
Week 8 Oct 19	Progress Monitoring and Assessment	Read and Complete: Reading Log 7: UDL Now! Read chapter 5. Answer questions 1-3 at the end of the chapter. Study the following webpages and videos: https://www.verywellfamily.com/how-teachers-measure-progress-in-special-ed-programs-2162700 http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx http://www.fairtest.org/learning-record-assessment-system-plus-classroom-r https://www.youtube.com/watch?v=FfnKDTlp6WA https://www.youtube.com/watch?v=Ni7FRv7jjJk http://www.teachersnetwork.org/ntol/howto/align/c15768,.htm Submit: Field Observation: Two Progress Monitoring Examples
Week 9 Oct 26	Response to Intervention	Read and Complete: Reading Log 8: UDL Now! Read chapter 6. Answer questions 3 and 4. Study the RTI Power Point Study the videos related to RTI: http://www.rtinetwork.org/learn/what/whatisrti https://www.youtube.com/watch?v=nkK1bT8ls0M&feature=related Submit: RTI Review Worksheet and the CalTPA Optional Lesson Plan
Week 10	Wiggins' the Six Facets of	Study the following webpages:

Nov 9	Understanding Video Lesson Example and Video Lesson Report Assignments.	https://www.teachthought.com/critical-thinking/6-facets-of-understanding-definition/ https://www.youtube.com/watch?v=yoaqGRIWitE Complete: Six Facets of Understanding Responses. Contribute: The Video Lesson Example Forum. Submit: Video Lesson Example Report
Week 11 Nov 16	Wiggins' Understanding by Design	Read and Complete: Reading Log 9: Formative Assessment. Read chapter 5. Answer questions 1 and 4. Study this webpage and the other link in the course shell: https://venngage.net/p/211484/traditional-design-vs-backwards-design Contribute: Discussion forum- Understanding by Design: Four questions
Week 12 Nov 23	Open -Ended Work Time	Submit: CalTPA lesson plan rationale
Week 13 Nov 30	Teacher Stress	Study the following weblinks: https://www.thegraidenetwork.com/blog-all/2018/8/1/crayons-and-cortisol-the-epidemic-of-teacher-stress https://www.thegraidenetwork.com/blog-all/2018/8/1/crayons-and-cortisol-the-epidemic-of-teacher-stress https://ezinearticles.com/?Teacher-Stress---5-Stress-Relieving-Techniques-For-Teachers&id=1718246 Read and Complete: Reading log 10: Formative Assessment. Read chapter 6. Answer questions 1 and 4.
Week 14 Dec 7	Creating a Positive Classroom Culture- Lecture and Self Study	Study the following videos: https://www.youtube.com/watch?v=2h5kHU1qd1o https://www.youtube.com/watch?v=Ia44ChquBVw

		Study the webpages in the course shell. Complete the Classroom Culture Values Statement assignment.
Week 15 Dec 14	Context Report Assignment	Study the following webpage: https://murray-ausd-ca.schoolloop.com/ Complete the Murray School Context inquiry grid and submit your completed work. Submit your final projects- Multiple Subject Lesson Plan, and Participation Grade and Learning Outcome Statement

Course Requirements

Graded Course Components

<u>Multiple Subject Lesson Plan</u>   20 points

The Multiple Subject Lesson plan is the most important assignment in this course. We will work in this document throughout the semester. At the mid-point of the course you will share drafts of the document with the instructor and your classmates. This assignment is very detailed. It will serve you as a foundational exercise from which you can submit your CalTPA Cycle One assessment during the semester. NOTE: You lesson must focus on Mathematics this semester.

Multiple -Subject Lesson Plan Rubric

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Preliminary Information (1 point)		The candidate clearly describes: The students within the classroom for which this lesson is designed, including demographic characteristics, languages spoken, and services provided to students. The placement of the lesson within the curriculum, including within the particular	

		unit of study	
		Any developmental considerations taken into account for the inclusive lesson design	
Standards and Objectives (2 points)		The candidate clearly lays out: The standards for the lesson (including proper notation for the content standards) The content learning objectives (including appropriate language and focus on what students will learn)	
Methods of Eliciting Evidence (informal formative assessment) (5 points)		Candidate clearly describes how they will elicit evidence of learning while teaching, including: (a) at what specific points during teaching they plan to elicit this evidence; (b) what form the evidence will take (e.g., verbal, signal, written) and when they will use these different forms (c) from which student(s) they will elicit evidence	
Methods of Eliciting Evidence (formal formative assessment) (2 points)		Candidate describes in 1-2 paragraphs: What their formal formative assessment will be for the lesson How this formal formative assessment is designed to elicit evidence of learning toward the objectives	
Success Criteria for		Candidate describes	

Informal Formative Assessment (5 points)		the success criteria for the informal formative assessment, including: When eliciting evidence, what specific conceptual understandings, language, and actions they will be looking/listening for as evidence of student learning *while teaching* Success criteria are aligned with the objectives, standards, and approaches for eliciting evidence for the lesson	
Strategies and Leaning Tasks (5 points)		The strategies and learning tasks fit the objectives and standards. Drawing on examples from the design, clearly describes the purpose of the formal formative assessment and the rationale for approaching it that way The sequence of tasks is logical. The timeframe for the lesson is reasonable. The lesson has an appropriate closure. The resources listed are appropriate for the lesson and for the development level of the students.	

TPE 1.4, 1.8, 3.2, 3.6, 4.4, 5.8 (Introduced, Practiced, and Assessed); TPE 5.1 (Introduced and Practiced)

<u>Management Plan Grid</u>   5 Points

In this activity you will fill in a classroom management grid as directed. You may brainstorm with others in class to work on your plan. The plan will consist of statements the guiding principles of your classroom management. For each principle you will describe two strategies that demonstrates how you will apply your principles for the short term and for the long term. Each strategy will also include a rationale detailing how your strategies illustrated your classroom management principles. Your task will be to fill each square of the grid for five key elements of classroom management.   You will also write a simple one-page newsletter detailing your classroom rules, etc. Complete directions for the task are located in the course shell.

TPE 2.1, 2.3, 2.6 (Introduced and Practiced)

Management Plan Grid Rubric

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Community Building (1 point)		The writer addresses both long and short strategies to toward community building in a classroom.	
Transitions (1 point)		The writer clearly addresses both long and short term strategies for working on transitions.	
Quick Recovery (1 point)		The writer addresses both long and short-term strategies for working on quick recovery techniques.	
Materials Management (1 point)		The writer addresses both long and short term strategies for materials management clearly.	
Parent Communication (1 point)		The writer addresses both long and short term strategies for working on parent communication. The sample letter is well written and professional.	
Total Points (5)			

Ability Case Study Scenario   5 points

RTI Action Plan   5 points

Both of these assignments are connected to an ability case study you will examine during the course. You will apply the information you acquire to help a student with a unspecified academic/social need. The directions for both assignments (grids) are located in the course shell. Note that the rubric below applies to both the Ability Case Study Scenario and the RTI Actin Plan.

Ability Case Study Scenario and RTI Action Plan Rubric

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Format (1 point)		The interventions are written in professional language.	
Appropriateness of intervention(s) (1 point)		Interventions are appropriate to the need of the student.	
Sequence of intervention(s) (1 point)		The sequence of events within the intervention are logical and focused. The timeframe of the interventions are reasonable.	
Progress Monitoring (1 point)		There is evidence of planning for progress monitoring in the plan.	
Are the interventions based on solid research? (1 point)		The intervention(s) are based on reliable sources- educational research, colleagues, etc.	
Total Points (5)			

CalTPA Optional Lesson Plan   5 points

The CalTPA Optional Lesson plan is another lesson planning activity for the course. Using information from your Multiple Subject Lesson plan you will complete the template used for the CalTPA Cycle One. The directions for completing this assignment are in the course shell.

CalTPA Optional Lesson Plan Rubric

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations

Lesson Overview (1 point)		The lesson overview is logical and coherent. The language throughout is professional.	
Content of lesson (1 point)		The content of the lesson is well defined. Planning for misconceptions and misunderstandings in learning is clearly written.	
Assessment and Checking for Understanding (1 point)) (1 point)		Assessment and checking for understanding clearly written. There is strong evidence of planning for formative assessment and student engagement.	
Structure Student Learning Activities (1 point)		Student activities and classroom management are well articled in the plan. Lesson activities are deliberate in the planning for student engagement and success.	
Instruction to support learning (1 point)		The lesson plan addresses multiple learning modalities. The use of appropriate resources is clearly written. There is evidence of planning to meet student needs by planning for accommodations.	
Total Points (5)			

<u>Getting to Know Your Students Context Report</u>   5 points

You will complete a context report that will inform the writing of Multiple Subject Lesson plan and your Optional CalTPA lesson plan. The directions for this assignment are in the Cougar Cour\
    Getting to Know Your Students Context Report Rubric

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations

Description of Students' Assets and Needs (1 point)		The description follows the template completely. The description of the students' needs and assets is deep.	
Contextual Information of Class (1 point)		The details of the classroom context are clear and logical.	
Focus Student One (1 point)		The needs of the EL student are detailed and based on real information from observation and evidence.	
Focus Student Two (1 point)		The needs of the IEP s student are detailed and based on real information from observation and evidence.	
Focus Student Three (1 point)		The needs of the student who needs academic or emotional support are detailed and based on real information from observation and evidence.	
Total Points (5)			

Participation   4 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 and engage around the required readings and assignments. Students are encouraged to contribute to class discussion and diverse views are desired. Try to connect the readings to your teaching and clinical experiences whenever possible. The class is scheduled to meet 15 times over the fall term. Everyone is expected to attend each class session, to be on time, and to not leave class early. Participation is self-graded. You will be asked to give yourself a grade and write out a Learning Outcome Statement as directed in the course shell.

Video Lesson Example and Video Lesson Example Report   5 points

Everyone in the class is required to teach a short lesson that will be video recorded and shared with your classmates. Rather than present to the entire class, you will only present the video lesson to individuals in your peer discussion group (4 people per group). You must respond to all the videos (lessons) submitted by your peers in your peer discussion group. In addition to the peer discussion you will turn in a video lesson example report to the instructor. The directions for the report are in the assignment link in the course shell: Video lesson example report. This report will be graded, but not until everyone in your group has responded to your video. So, make sure you respond on time.

Video lesson example report rubric

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Basic information- lesson topic, grade level and school name. (1 point)		The writer clears reports about the topic of the lesson, the name of the school and the grade level taught.	
Contextual Information of Class (1 point)		The writer clearly describes the local context of the school and also describes the classroom context.	
What went well in the lesson (1 point)		The writer clearly articulates the positives of the lesson	
What will do next time? (1 point)		The writer clearly describes what he/she would do the next time this sort of lesson is taught.	
Did the students learn? (1 point)		The writer clearly articulates whether or not the students learned with supporting evidence of formative assessment.	
Total Points (5)			

CalTPA Lesson Plan Rationale

5 points

The third assignment related to lesson planning it he CalTPA Plan Rationale. Using information from your Multiple Subject Lesson plan you will complete the CalTPA template located in the course shell. The directions for this assignment are located in the course shell.

CalTPA Lesson Plan Rationale Rubric

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Prior academic language and Student Assets and Needs (1 point)		The lesson rationale clearly articulates both prior academic knowledge and student assets and needs.	
Student Learning Activities and		The lesson rationale clearly articulates	

Instructional Strategies (1 point)		student learning activities and instructional strategies.	
Student Grouping and Academic Language (1 point)		The lesson rationale clearly articulates how students are grouped for the lesson and how academic language is addressed.	
Resources and Materials to Support Learning and Assessment (1 point)		The lesson rationale clearly articulates how resources and materials to support learning are planned. Assessments are clearly articulated and planned for in the lesson rationale.	
Developmental Needs of Students (1 point)		The lesson rationale clearly addresses developmental needs of students. Each focus student is accommodated in the discussion of the lesson rationale.	
Total Points (5)			

<u>Reading Logs, Web-based activities, and Quizzes</u>   36 points

Reading Logs, Web-based activities, and Quizzes make up the lion's share of the work in this course. The reading logs are all weighed at two points each. The only quiz in this course is one point. Make sure you keep up with the readings, reflections, and web-based activities because it is easy to fall behind. There are no rubrics for these items. However, it is an expectation that each of these assignments is thoughtful and thorough. It is not a good idea, for example, to write single sentence responses to questions. Go deep in your reflections, connect to the literature, and to your clinical practice when writing.

<u>Grading Standards</u>

Multiple Subject Lesson plan	20 points
Classroom Management plan	05 points
Ability Case Study	05 points
RTI Action Plan	05 points
Getting to Know Your Students Context Report	05 points
Participation	04 points
Video Lesson Example report	05 points
CalTPA Lesson Plan rationale	05 points
Reading Logs, Web-based activities, and Quizzes.	36 points
Total	100 points

Grading Scale
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. 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 Work

Students are expected to turn in their work in a timely manner; this is particularly important because each course session is designed to utilize the assignments/readings due in class. There will be a 10% deduction in points for each day a written assignment is turned in late. Assignments will not be accepted if they are more than one week late. Please speak with me if there are exceptional circumstances.

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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

Course Format

This is an online course format. We will have Zoom Meetings on a weekly basis.

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

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.