https://www.csusm.edu/soe/collaborationandoutreach/index.html

Course & Section Nos.	**EDMX 511 -02**
Course Title	**Elementary Teaching and Learning I**
Class Roster No.	**43981**
Course Day(s)	**Mondays**
Time	**10:30 am – 1:20 pm**
Course Location	**Online: async- Cougar Courses & sync- Zoom**
Semester / Year	**Fall 2020**
Instructor	**Leslie Mauerman**
Phone	**760-846-0401 (urgent only 8a-5p)**
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Office	**UH 455**
Virtual Office Hours	**Mondays open zoom room make appt- 2:00-3:30 pm**

WELCOME

Welcome to EDMX 511! I am very excited to spend this semester with you as we embark upon an amazing journey together learning about all the many ways in which we can support ALL students. Provided the right supports, we can create environments where all students can learn and grow successfully.

NEW **CSUSM Fall Opening Page for Everyone: https://www.csusm.edu/csusmasone/**

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

TABLE OF CONTENTS

COURSE DESCRIPTION

Elementary Teaching and Learning I

Provides an introduction to psychology of learning and instruction; applications of learning theories to educational practice; planning and delivery of meaningful lessons; and utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. Focuses on developing a preliminary understanding of learning theory and instructional practice in technology-integrated and inclusive elementary classrooms.

Course Prerequisites

Admission to the Education Specialist Concurrent Credential/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, MATERIALS and ACCOUNTS

Required Texts

-Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin.

-Turnbull, Turnbull & Turnbull, Wehmeyer, Shogren (2020). *Exceptional Lives: Practice, Progress & Dignity in Today's Schools* (9thed.) Pearson Education, Inc.

-Novak, K. (2016). *UDL NOW: A teacher's guide to applying universal design for learning in today's classrooms*. Wakefield, MA: CAST.

-Villa & Thousand (2011). *RTI: Co-teaching & differentiating instruction.* Port Chester, NY: National Professional Resources, Inc. *(will be available later in term)*

Course Material Available

There are numerous chapter readings and resources available by permission through Cougar Courses that are required to complete this course successfully. Look to each module in the course for required

links and videos related to weekly content. https://cc.csusm.edu

This past summer, the Cougar Course format has undergone a substantial change. Candidates may need to spend time in learning to utilize the new format.

TaskStream Account

The School of Education uses Taskstream to manage candidate data regarding TPEs, clinical practice, signature assignments, and professional disposition assessments. Concurrent candidates must be enrolled in Taskstream throughout the Multiple Subject, Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials must enroll for a minimum of two years.

After enrolling (subscribing), to access the **Education Specialist program** from the Taskstream home page (this is noted by a DRF icon), find the Self-Enrollment area at the bottom of the home page and click the **Enter Code** button. Then enter the code "**Concurrent2021**" and the program code which is available from the instructor. If this is the correct program, click the **Enroll** button to enroll in the Concurrent program DRF in Taskstream. The Education Specialist program now will appear on individual Taskstream home page upon log in**. Be certain to note enrollment name and password**. Plan to enroll by the end of the second week of class—enrollment will occur as a class, in week 1 or 2, depending upon the availability of the code.

For Credential Courses

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 2002)*

Teacher Performance Expectation (TPE) Competencies (2020)

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. Candidates are 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 participate successfully 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 successful completion of the CalTPA, a series of required informational seminars/classes are offered over the course of the program. TPA related questions and logistical concerns are addressed during the seminars. Your attendance to TPA seminars can greatly contribute to success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

Concurrent candidates are required to register for and attend the free of change CalTPA Capstone Course Workshops offered through the SOE, led by the two CalTPA coordinators. The dates for the workshops in fall 2020 are being determined and will be available in August, 2020. Platform for delivery is TBD.

Additionally, to support your success in your credential program and with TPA, most SOE courses 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 are 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. These essential documents may be found on the SOE website here: https://www.csusm.edu/soe/documents/credential/clinicalpractice_general/dispositions.pdf

The assessment is designed to provide candidates with ongoing feedback for growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained, practiced, and assessed in designated courses in each program, as well as in clinical practice. Based upon assessment feedback, candidates 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 first year of the concurrent program.

CONCURRENT PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Preliminary Mild to Moderate and Extensive Support Needs Education Specialist Program

1. Applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation.

2. Using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement.

3. Using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum.

4. Differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices.

5. Collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families and community agency personnel to maximize communication and instructional quality.

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

SCHEDULE / COURSE OUTLINE
EDMX 511

TO BE MODIFIED AS NEEDED
Tentative Class Meeting Schedule

Week	Topics and Activities	Assignments Readings Due	
Week 1 **8/31**	**Introduction/Course Overview** **[Ohana Last Day-Cooperative Lrng]** Introduce Standards-download Reflective Journaling Group Community activity	-Summer Reading quiz **Read:** Reflective Journaling as PD **Read:** Scholarly Articles in Module **Submit:** Reflective Journal	
Week 2 **9/7**	**Labor Day** No meeting, but items to do, read and watch Check the list in week 2 module	**Read:** Schmocker chapter, Positive Envir article-Schauffele, Healthy,Positive Lrng Envir. article **Watch:** Schmocker lecture, and FAT City (if not seen in EDUC350) **Submit:** RR#1	
Week 3 **9/14**	**Building Classroom Communities** Healthy Learning Environments Human Development Activity **Lesson Planning 101** Purpose & skills activities: Elements of Instrxn, Components of Lesson Getting to Know your Students	**Read:** Wood, Intro, Chapters 1, 2 (Cougar Course first module) Lesson Design Basics - article **Do/start KYS with CT for students in CP** -Reflective Journal Entry	
Week 4 **9/21**	**Teaching/Learning Structures** Coop learning, SIM, SAI, Backward Design Objectives/Learning Goal **Success Criteria (Writing Objectives)** Informal and formal assessment activities Using assessment data to guide instruction	**Read**: Scholarly Articles in Module **Read:** Heritage, Chapter 4 -Reflective Journal	
Week 5 **9/28**	**Universally Designed Instruction (UDL) &** **Multi-Tiered Systems of Support (MTSS)** Frameworks application activity Reflective Journal Formative assessment	**Explore:** http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl **Read:** UDL *Now* Chapters 1-3 **Read**: Turnbull, Chapter 5 (School-Wide Systems of Support)	
Week 6 **10/5**	**Universally Designed Instruction/MTSS (continued)** Frameworks application activity, Content, Product, Process activity	**Read:** UDL Now Chapters 4-6 **Read:** Scholarly Articles in Module -Reflective Journal	

Week 7 **10/12**	**Eliciting Evidence of Learning** Formative assessment (informal and formal); summative assessment activities Task Analysis, Observation Activities	**Read**: Heritage, Chapters 1, 2, & 3 **Read:** Borich article-observation	
Week 8 **10/19**	**Special Education Laws and Processes** IDEIA, ADA, Section 504/SSTs & IEPs case study activities	**Read:** Scholarly Articles in Module -Reflective Journal	
Week 9 **10/26**	**Lesson Planning** Group workshop – Section due for LP skill building	**Due:** (Formative) Assessment Component of Inclusive Lesson Design Assignment Reflective Journal LP Due (521)	
Week 10 **11/2**	**Accommodations, Modifications & Differentiation** Lesson planning activity and using assessment data Learning Styles,	**Read:** Conderman, Liberty, & DeSpain; Understanding Accommodations, Modifications, and Interventions **Read:** Villa/Thousand, Ch___	

Week 11 **11/9**	**Using and Adapting Resources/Materials** -Adaptations of resources and materials activity -Culture, race, and management activities -Inclusive Lesson Plan workshop: strategies activity	**Read:** Kohn, Punished by Rewards, Chapter 3 (in course) (for Focused Observation #1)	
Week 12 **11/16**	**Classroom Management** Different approaches activities Behavioral Supports Reflective Journal	**Read:** Milner, Culturally Responsive Classroom Management (for Focused Observation #2)⇩ **Due:** Focused Obs #1 **Due:** Instructional Component Inclusive Lesson Design Assignment	
Week 13 **11/23**	**THANKSGIVING WEEK**	**Due:** Focused Obs #2 **Due**: Special Education Refl. Paper (To be discussed)	
Week 14 **11/30**	**Classroom Management** Cooperative Learning as clsrm management SST-- function training. Observation workshop	**SST** activity group AND individual submissions.	

Week15 **12/7**	**SST Presentations**	DUE: SST Strategy Matrix	
Week 16	Final Days for assignment submissions	NO Final Exam	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Participation   (10 points)

This course has been designed to provide ample opportunities for your participation. To facilitate discussion, candidates 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 ___ times over the fall term. Each candidate is expected to be present at every class session or activity, to arrive on time, and not to leave class early. Participation is graded and the expectation is that candidates participate actively and generously, attend class prepared and alert. Graduate level classroom decorum and professional dispositions are required of each candidate at all times from the beginning of the program forward.

GRADED COURSE COMPONENTS

Inclusive Lesson Design Assignment   (40 points)

Assessment Component

The assessment component is the first component of the Inclusive Lesson Design assignment. The assessment component provides the opportunity to demonstrate your understandings of: (1) when and how to monitor student learning while teaching so that students continue to be actively engaged in learning and instruction is responsive to student understandings (informal formative assessment); and (2) how to determine, at the end of the lesson, the extent to which your students have met the objectives of the lesson (formal formative assessment). Criteria for success. The assessment component includes five parts:

(1) Preliminary Information: (GTKY) Provide preliminary information for the chosen lesson including student profile information, placement within the curriculum, and developmental considerations.
(2) Standards and Objectives: (Headings) Clearly lay out the standards and content objectives for your lesson. This includes proper notation for the standards (using the letters and numbers for the content standard(s)), as well as the appropriate construction of objectives (about what students will learn, not what activities they will engage in).

(3) Methods of Eliciting Evidence of Learning: (Assess what they know) There are two types of methods of eliciting evidence of learning for this assignment:

> (1) Informal (formative) assessments: Clearly describe how you will elicit evidence of learning toward the objectives of the lesson while teaching. Make clear within your write up of the lesson plan:

(a) at what points during teaching you will elicit this evidence;
(b) what form the evidence will take (e.g., verbal, signal, written);
(c) which student(s) you will elicit this evidence from (it may be that you do this for all students or select students).

(2) Formal formative assessment: Clearly yet briefly describe your formal formative assessment for the lesson. Success Criteria: Describe what the success criteria are for your informal formative assessments outlined in #2 above. What will you, specifically, be looking for/listening for when you are eliciting evidence of learning while teaching? Your success criteria must align with the objectives and standards for the lesson.

(4) <u>Rationale and Reflection for Assessment Component</u>: Following your development of #1-4, write a 1-2-page paper that articulates your thinking behind the assessment component. This paper should clearly lay out the purpose and rationales for your formal formative assessment, as well as the informal formative assessments within this lesson. Be clear as to how the monitoring of student learning during the informal formative assessment, and potential subsequent adjustments in instruction while teaching, are designed so that students continue to be actively engaged in learning. Conclude with a description of what questions remain for you as you consider how to assess student learning. Be specific and use examples.

Instructional component

The instructional component is the second piece of the Inclusive Lesson Design assignment. The instructional component assignment is designed to demonstrate your capacity to maximize learning opportunities and provide access to the curriculum for all students in your classroom. The instructional component, and its supplementary materials, should demonstrate that you understand how to: (1) apply the MTSS model to your design of instruction for the inclusive elementary classroom; (2) apply the principles of UDL to meet the needs of learners; (3) include appropriate learning goals, modifications and/or accommodations for students with disabilities based on their IEP, IFST, and/or 504 plans; and (4) use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

This assignment has three parts: (1) Written instructional component; (2) a lesson plan snapshot presentation; and (3) a self-reflection. These are explained in more detail below:

(1) <u>Written Instructional Component</u>: Through readings and in-class activities, candidates learn how to design instruction that maximizes learning opportunities and provides access to the curriculum for all students in your classroom.
1. Revise the standards and objectives, if necessary, based on feedback provided on the assessment component.
2. Using the provided template, design and describe an instructional plan that outlines the inclusive instructional strategies and learning activities that scaffold your students' learning toward the objectives.
    a. Using different colored text (green for Engagement; purple for Representation; blue for Action and Expression) to designate where you made instructional decisions based on the Universal Design for Learning framework; notate in orange where accommodations and modifications were made to meet the needs of specific students based on IEPs, IFSPs, and/or 504 plans. For each instance of colored text, include an accompanying comment box that provides a rationale for this instructional decision.
    b. Integrate the methods of eliciting evidence of learning (based on feedback on the instructional component) into the instructional plan to make clear when and how students' learning will be assessed.
3. Create/adapt instructional materials that support the teaching of the lesson. Ensure that these materials are aligned with the standards and objectives of the lesson, aligns with the

universal design laid out in the instructional plan and are adapted or modified to meet the needs of students based on their IEPs, IFSPs, and/or 504 plans.

(2) Lesson Plan Snapshot Presentation: Based on your written instructional component of the lesson plan, candidates each teach a small group of peers the core of your lesson on Week ___. Candidates each come to class prepared with all materials to enact the lesson (e.g., manipulatives, differentiated worksheets, anchor charts).

(3) Rationale and Reflection: Candidates write a 1-3-page reflection about the process and outcomes of the instructional component. The reflection should clearly lay out how your lesson is designed with Tier 1 of MTSS/RTI in mind. In addition, describe how you made decisions within the instructional component around UDL, modifications, accommodations, technology use (including assistive technology), as well as creation, selection, and adaptation of materials and resources. Following, describe what you learned through the Lesson Plan Snapshot experience, and how this shaped your thinking about providing access for all students to curriculum and instruction. Be specific and use examples.

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

Inclusive Lesson Design Assignment Rubric

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Assessment Component			
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 (1 point)		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) (3 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) (5 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 Informal Formative Assessment (5 points)		Candidate describes 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	
Rationale and Reflection (5 points)		Assessment rationale and reflection is 1-2 pages in length Drawing on examples from the design, clearly describes the purpose of the formal formative assessment and the rationale for approaching it that way Drawing on examples from the design, clearly describes how the informal formative assessment is designed to monitor student learning Drawing on examples from the design, clearly describes how the evidence solicited through the informal formative assessment will inform adjustments in instruction while teaching to keep students actively engaged in learning. Drawing on examples from the design, clearly outlines 3-4 questions that remain for them as they consider how to assess student learning	
Instructional Component			
Revised Standards and Objectives (1 point)		Standards and objectives are revised in alignment with feedback provided	
UDL Instructional Decisions (2 points)		Candidate used the provided template to lay out their instructional plan Candidate used appropriate colored text to notate where they made at least 3 instructional decisions based on the components of the UDL framework For *each* instance of colored text, candidate includes an accompanying text box that provides the rationale for their UDL-based instructional decisions, including which students are provided access through this approach	
Accommodations and Modifications in Plan (5 points)		Candidate used appropriate colored text to notate where they made accommodations and/or modifications based on the needs of students outlined in their IEPs, IFSPs, and/or 504 plans For *each* instance of colored text, candidate includes an accompanying text box that makes clear how the accommodations and modifications are being integrated into the general education lesson	

Methods of Eliciting Evidence (3 points)		Based on feedback provided, candidate integrates methods of eliciting evidence into the instructional plan. The methods of eliciting evidence make clear when and how students will be formally (at the end of the lesson) and informally (while teaching is occurring) assessed	
Instructional Materials (2 points)		Candidate creates and/or adapts instructional materials for the lesson Materials align with the standards and objectives of the lesson, Materials reflect the universal design of the lesson When appropriate, materials are adapted or modified to meet the needs of students based on their IEPs, IFSPs, and/or 504 plans	
Lesson Plan Snapshot (2 points)		Candidate comes prepared with all materials to teach the core of their lesson to a small group of peers	
Rationale and Reflection (5 points)		Candidate writes a reflection of 1-3 pages Drawing on examples, reflection clearly describes how their lesson fits into Tier 1 of MTSS, including use of appropriate vocabulary Drawing on examples, reflection clearly describes the candidate's instructional design decisions in terms of UDL, modifications, accommodations, and technology use (including assistive technology) Drawing on examples, reflection clearly describes how the candidate made decisions about standards-aligned, creation, selection, and/or adaptation of materials and resources to meet the needs of students Reflection draws on specific examples to clearly describe what the candidate learned through the Lesson Plan Snapshot experience and how this shapes their thinking about provision of access to curriculum and instruction for students	

SST Observation/Special Education Alternative Reflection Paper

In class, we have learned about special education services, laws, and processes. With this knowledge in mind, use the observation template developed in class to observe an SST meeting. Following each observation, write a reflection that draws upon specific examples that addresses the following:

(1) Where does what occurred in the SST fit into the MTSS structure?
(2) How did the team use assessment data to establish learning goals, as well as plan, differentiate, design accommodations, and/or modify instructions for the student? What kind of assessment data were they using?
(3) Where in these meetings did you see opportunities for students to understand and advocate for strategies that meet their individual learning needs?
(4) If the student attended the meeting(s), how did they participate? Where were there opportunities for the student to advocate for them self?

(5) What occurred that you were not anticipating?

6) What were you expecting to occur that did not?

(7) Given what occurred, how might you support the student in your classroom by providing opportunities for the student to understand and advocate for strategies that meet their individual learning needs?

Addresses TPE 4.5 (Introduced, Practiced, and Assessed); TPE 5.8 (Introduced and Practiced)

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
MTSS Structure		Candidate clearly explains how the SST meeting is situated within MTSS. Candidate draws on MTSS language in their explanation	
Assessment Data		Candidate uses specific examples from the meeting to clearly describe how assessment data was used to make decisions around establishing learning goals, planning, differentiation, accommodations/modifications	
Opportunities for Students		Candidates uses specific examples to clearly describe opportunities for students within the meeting to understand and advocate for strategies meeting their individual learning needs If student attended the meeting, draws on examples to clearly describe their participation and opportunities to advocate for themselves	
Reflecting on what Occurred		Candidate uses specific examples from the meeting to clearly describe what occurred that they were not anticipating and what they were expecting that did not occur	
Supporting students		Candidate clearly describes how they might support the student in their classroom, including how they might help them understand and advocate for their individual learning needs	
Questions		Candidate outlines at least **two** questions related to their experiences in the SST/IEP meetings	

Classroom Management Focused Observations   (18 points)

As part of our learning around classroom management candidates complete 2 focused observations, tied to course readings, in your clinical placement classroom. These observations are designed to support to learn:

(1) How teachers establish and maintain inclusive environments through clear expectations for positive classroom behavior,

(2) how teachers communicate classroom routines, procedures, and norms to students,

(3) How teachers support students' social-emotional growth, and conflict resolution, including by using PBIS and restorative justice approaches,

(4) How teachers recognize and address instances of intolerance and harassment among students, such as bullying, racism, and sexism, and

(5) How teachers articulate and model productive interactions for student-to-student and student-to-teacher interactions

As a class, we will construct an observational template that will guide your notetaking.

1. <u>Focused Observation #1</u>: The first focused observation is based on a chapter from *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, and Praise.* See Cougar Courses for this reading.

2. <u>Focused Observation #2</u>: The second focused observation is based on a chapter from *Culturally Responsive Classroom Management.* See Cougar Courses for this reading.

Addresses TPE 2.1, 2.3, 2.6 (Introduced and Practiced)

<u>Weekly Reflection/Journal Blog</u>   (12 points)

Part of the transformative nature of teacher education includes intense reflection. The expressed communication of newly acquired skills, dispositions and pedagogy is achieved through focused observations, notes and shared personal journaling as a pathway to teacher-hood. Six focused journaling activities are designed to assess readings, learnings, the formation of opinions and personal goals during the program.

Addresses TPE 2.3, 3.6, 4.4, 4.7 (Introduced and Practiced)

<u>Grading Standards</u>

In order to earn a teaching credential from the state of California, candidate must maintain a B average (3.0 GPA) and cannot earn below a C+ in any course in the teacher education program. Assignments are to be submitted by midnight on the specified due date. All documents should use 12 point Arial font. Edit assignments prior to submission to ensure the text is error-free and the ideas are logically presented. This is a teacher preparation course: spelling, and grammar count. All citations, where appropriate, should use current American Psychological Association (APA) format.

Inclusive Lesson Design Assignment	40 points
Assessment Component (20 points)	
Instructional Component (20 points)	
SST Observation Sp Ed Alternative Reflection Paper	20 points
Weekly Journal/Reflection Blog Posts/Discussion (2 pts ea)	12 points
Classroom Management Focused Observations	18 points
Course Participation, Collaboration, Dispositions	10 points

Total   **100 points**

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	

<u>Final Exam Statement</u>

There is no final exam for this course. All assessments are authentic in nature. Attendance at cohort meetings are considered part of the participation score for every candidate. Assignments with point value of over 10 points apiece are considered signature competency assignments.

<u>School of Education Attendance Policy</u>

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 for every class meeting. At a minimum, candidates 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. <u>Individual instructors may adopt more stringent attendance requirements</u>. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

In an online learning environment, the same policies apply to punctual arrival, full participation and attention to activities, conversations and/or lectures. Breaks are a part of this format, so please plan accordingly.

Policy on Late Work

Candidates 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 is a 10% deduction in points for each day a written assignment is submitted late. Assignments <u>are not accepted more than one week late</u>. Please speak with me if there are exceptional circumstances.

GENERAL CONSIDERATIONS

School of Education Civility Statement

This fall semester brings heightened concerns related to COVID-19, social unrest in our world, financial hardships, an intense political climate in the US, our own online learning challenges, and many other circumstantial issues. It will therefore be especially important for all of us to be highly self-aware and self-monitor to ensure that stress does not negatively influence the way we interact with others. It is the expectation that all students' words and actions are professional, collaborative, courteous and supportive at all times. Instances of failure to display a civil disposition that violates our student code of conduct are directed to the appropriate campus administrator. The formal CSUSM student code of conduct can be found at https://www.csusm.edu/dos/advocacy/conduct/index.html

Student Virtual Expectation Link

Please take the time to visit this link and to review these guidelines, which reflect CSUSM values and expectations for safe, inclusive, responsible behaviors.
https://www.canva.com/design/DAECjPp-ayg/9fDNO2abIJM3A70PEIph_A/view?utm_content=DAECjPp-ayg&utm_campaign=designshare&utm_medium=link&utm_source=viewer

CSUSM Academic Honesty Policy

Candidates are 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: Candidates are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There is 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; anonymity is respected. 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 are 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 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 Citations website: https://biblio.csusm.edu/guides/citations for Students. If there are questions about academic honesty, please consult the University catalog or the entry above.

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

Candidates 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, candidates may request to meet 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 requirement is met through written assignments. Support for Writing Skills is readily available for free to all CSUSM students: https://www.csusm.edu/writingcenter/

Course Format

This is an online, remote learning course format. Full, consistent and personal (not shared) equipment and internet access is required. Knowledge of Cougar Courses and other collaborative applications like Google Drive are a requirement of the course. CSUSM IITS services has alternatives for students in need. Please contact the instructor if this is the case. Resources for these platforms can be found at this website: https://www.csusm.edu/ats/idesign/cougarcourses/guides/docs/students/tools/collaborating-in-google-drive-general.pdf

Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, 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 are submitted online inside the course in designated assignment portals. Details are provided in online class and module-by module.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at http://www.csusm.edu/sth/support/index.html
If you require support for hardware issues (computer, webcam, etc.) or with any software tools (Cougar Courses, Zoom, etc.), please visit IITS For You Student page.
If you need technology items for your coursework (laptop, webcam, wireless hotspot, etc.), please visit IITS For You Appointment page.
The new USU computer lab offers computer access and free printing. The lab is open Monday-Friday 10:00 am-4:00 pm and the computers are cleaned after every use for your safety. The computer labs on the 2nd and 3rd floors of Kellogg Library are closed.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If candidates 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. [http://www.albion.com/netiquette/corerules.html] 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, every time. 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.

EDMX 511 requires candidates to take and submit quiz results during Orientation week from The Core Rules of Netiquette, found at: http://www.albion.com/netiquette/

TEACHER PERFORMANCE EXPECTATIONS
ADDRESSED IN EDMX 511

Commission Approved California Teaching Performance Expectations (TPE) Universal TPEs			
TPE	**Introduced (I)**	**Practiced (P)**	**Assessed (A)**
1.4 U 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.	(UDL) Inclusive Lesson Design Project (p. 9)	Inclusive Lesson Design Project (p. 9)	Inclusive Lesson Design Project (p. 11)
1.8 U Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning	(UDL) Inclusive Lesson Design Project (p. 9)	Inclusive Lesson Design Project (p. 9)	Inclusive Lesson Design Project (p. 11)
2.1 U 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.	Classroom Management Focused Observation (p.15)	Classroom Management Focused Observation (p.15)	n/a
2.3 U 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.	Classroom Management Focused Observation (p.15) Focused Journal/Reflection Assignments (p.15)	Classroom Management Focused Observation (p.15) Focused Journal/Reflection Assignments (p. 15)	n/a

Commission Approved California Teaching Performance Expectations (TPE) Universal TPEs			
TPE	**Introduced (I)**	**Practiced (P)**	**Assessed (A)**
2.6 U 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.	Classroom Management Focused Observation (p.15) Focused Journal/Reflection Assignments (p.15)	Classroom Management Focused Observation (p.15) Focused Journal/Reflection Assignments (p. 15)	n/a
3.1 U Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	Inclusive Lesson Design Project (p. 9)	Inclusive Lesson Design Project (p. 9)	Inclusive Lesson Design Project (p. 9)
3.2 U 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	Inclusive Lesson Design Project (p. 9) Focused Journal/Reflection (p.15)	Inclusive Lesson Design Project (p. 9) Focused Journal/Reflection (p.15)	Inclusive Lesson Design Project (p. 9)
3.6 U Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	SST Obs /Sp Ed Alternatives Paper (p. 14) Focused Journal/Reflection (p.15)	Inclusive Lesson Design Project (p. 9) SST Obs /Sp Ed Alternatives Paper (p. 14)	Inclusive Lesson Design Project (p. 11)
4.3 U 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.	Inclusive Lesson Design Project (p. 9)	Inclusive Lesson Design Project (p. 9)	n/a

Commission Approved California Teaching Performance Expectations (TPE) Universal TPEs			
TPE	**Introduced (I)**	**Practiced (P)**	**Assessed (A)**
4.4 U 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	Inclusive Lesson Design Project (p. 9) Focused Journal/Reflection Assignments (p.15)	Inclusive Lesson Design Project (p. 9) Focused Journal/Reflection Assignments (p.15)	Inclusive Lesson Design Project (p. 9)
4.5 U 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 participate successfully in transition plans	SST Obs /Sp Ed Alternatives Paper (p. 14) Focused Journal/Reflection (p.15)	SST Obs /Sp Ed Alternatives Paper (p. 14) Focused Journal/Reflection (p.15)	SST Obs /Sp Ed Alternatives Paper (p. 14)
4.7 U Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	SST Obs /Sp Ed Alternatives Paper (p. 14)	SST Obs /Sp Ed Alternatives Paper (p. 14)	n/a

Commission Approved California Teaching Performance Expectations (TPE) Universal TPEs			
TPE	**Introduced (I)**	**Practiced (P)**	**Assessed (A)**
4.8 U Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	SST Obs /Sp Ed Alternatives Paper (p. 14) Focused Journal/Reflection (p.15)	SST Obs /Sp Ed Alternatives Paper (p. 14) Focused Journal/Reflection (p.15)	SST Obs /Sp Ed Alternatives Paper (p. 14)
5.1 U 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.	Inclusive Lesson Design Project (p. 9)	Inclusive Lesson Design Project (p. 9)	n/a
5.8 U 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.	Inclusive Lesson Design Project (p. 9) SST Obs /Sp Ed Alternatives Paper (p. 14)	Inclusive Lesson Design Project (p. 9)	n/a