EDMS 512
Elementary Teaching and Learning II (3 units)

Instructor	Office	Office Hours	Phone	E-mail Address
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Summer Session 2005

Class Meeting Dates: 6/6 (PM); 6/9 (AM/PM); 6/10 (online x 2); 6/14 (AM/PM); 6/24 and 6/30 (AM + online); 7/20 (AM/PM); 7/25 (online x 1)

Class Meeting Times: AM = 8:30–11:30; PM = 12:00–3:00
Online classes are asynchronous, and do not require attendance during specific times. They must be completed, however, by 12:00AM (midnight) of the day they are scheduled.

Class Site: Alvin Dunn Elementary School   Room #48
3697 La Mirada Drive, San Marcos, CA. 92069

Mission Statement of the College of Education, Cal State San Marcos

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Course Description

This course has been collaboratively designed by the faculty of the Multiple Subject and Education Specialist credential programs. It complements the particular section of EDMS 511, which is taught within the Education Specialist credential program. This course may require participation in public schools and other education-related contexts.
This course is designed:
- to focus on developing learning theory and instructional practice in integrated and inclusive elementary classrooms;
- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key understandings, concepts, and procedures related to teaching students with special learning needs, including students who are learning English;

Course Objectives: Enduring Understandings

The purpose of this Teaching and Learning course is to present preservice Concurrent Credential candidates with a curriculum that:

- expands their knowledge and experiences with standards-based teaching, general learning theories, and a range of pedagogical practices;
- guides their development of skills, knowledge, attitudes/dispositions necessary to implement effective programs for all students;
- enhances their awareness of multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- provides for them a safe environment in which they can discuss and experiment with various instructional techniques and methods;
- provides an introduction to and preparation for presenting content to K-12 learners in which they use and infuse education technology; and
- provides an introduction to and preparation for teaching K-12 learners through music, visual arts, theater, and dance (VAPA standards).

Activities and Instructional Methods for Realizing Objectives

class discussions   group work   lectures   readings   web site access   quick writes   videos   demonstrations   reflections

Evaluation Of Attainment Of These Knowledge Bases And Skills

attendance   punctuality   quizzes   reflections   creativity   class dynamics   active participation in class
collaborative activities   group presentations   lesson plan design   lesson presentation   critique of lessons

Teaching Performance Expectations (TPE) Competencies

The Teaching Performance Expectations (TPEs) were developed by the California Commission on Teacher Credentialing (CCTC) through rigorous research and consultation with California educators. The TPEs fall into the following six broad domains, which describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate: (For full text of TPEs, go to http://www.csun.edu/~sb4310/tpes.htm)

Making Subject Matter Comprehensible to Students	Assessing Student Learning
Engaging and Supporting Students in Learning	Planning Instruction/Designing Learning Exper. for Students
Creating/Maintaining Effective Environ'ts for Student Learning	Developing as a Professional Educator

EDMS 512 (Concurrent program) *primarily* addresses the following TPEs:

   TPE 6d - Engaging and supporting all learners (Student Study Team Assignment)
   TPE 8 - Learning about students: Demonstrate ability to identify and design effective instruction for all K-12 students (Matrix)
   TPE 10 - Creating & managing effective instructional time (Classroom Management Assignment)

EDMS 512 (Concurrent program) also responds, *in part*, to the following TPEs:

   TPE 2 - Monitor and support student learning during instruction
   TPE 5 - Ensure the active and equitable engagement of all students in the learning process
   TPE 6 - Employ developmentally appropriate teaching practices to all learners
   TPE 9 - Plan and design learning experiences for children and adolescents that include goals, strategies, activities, and materials, that
             coordinate effectively academic content and the needs, abilities, and development of all children and adolescents
   TPE 11- Demonstrate ability to maintain effective social environments for student learning by including positive behavior supports
             and addressing social and emotional development of students in a classroom management plan

Required Texts

- Choate, J. S. (2004) *Successful inclusive teaching* (4th ed.) Needham, MA: Allyn & Bacon.
- Rosenberg, M., O'Shea, L. & O'Shea, D. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4th ed.) Upper Saddle River, NJ: Merrill.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development. (Required readings are also available as an e-reserve online at http://eres.csusm.edu/eres/courseindex.aspx)
- Villa, R. & Thousand, J. (2005) *Creating an inclusive school* (2nd ed.) Alexandria, VA: Association for Supervision and Curriculum Development.
- Task Stream Electronic Portfolio: Students must register and pay fee online prior to first class at: www.TaskStream.com (register for 1 year minimum).

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042

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. Students successfully completing this program receive a credential with authorization to teach English learners. [See *Competencies for the Instruction of English Learners* on the following page of this syllabus.]

(Approved by CCTC in SB 2042 Program Standards, August 2002)

Special Education

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

Technology

This course infuses technology competencies to prepare candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Visual and Performing Arts

This course infuses and integrates the California Visual and Performing Arts Standards to prepare candidates for presenting content to K-12 learners through music, visual arts, theater, and dance

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Please also discuss your needs with the instructor within the first week of the semester. Disabled Student Services is located in Craven Hall 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, and the value placed on the contributions of every student, all students are expected to prepare for, attend, and actively participate in all class sessions. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible.

WebCT Online Course Supplement Attendance and Participation

Please note that this course is supplemented by online components (WebCT). Participants are required to access portions of the course using WebCT, according to a given schedule of class sessions. Students are required to participate in online discussions and class activities. This requirement is included in the attendance and participation grade of this course.

Academic Honesty and Plagiarism

All work submitted for this course should reflect students' personal efforts. For a complete discussion on Academic Honesty please refer to the General Catalog of the University, and Section 41301, Title 5, of the California Code of Regulations. Also refer to this discussion of plagiarism at Cal State: http://library.csusm.edu/plagiarism/ . When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association Manual (APA)(5th ed.). Failure to follow these directions may result in failure of the course. There are directions for crediting sources using APA style at http://library.csusm.edu/plagiarism/howtocredit/how_credit_styles.htm .

Competencies for the Instruction of English Learners (CLAD)

Credential Candidates: These competencies will be infused throughout each of the courses in your teacher credential program. Those in EDMS 512 are indicated below *in italics*.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. *Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)*
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	C. *Approaches with a focus on content area instruction (SDAIE/specially designed academic instruction delivered in English)*	A. *What teachers should learn about their students*
H. Nonverbal communication	D. *Working with paraprofessionals*	B. *How teachers can learn about their students*
II. Theories and Factors in First- and Second- Language Development	**III. Language and Content Area Assessment**	C. *How teachers can use what they learn about their students (culturally- responsive pedagogy)*
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	*A. Purpose*	**III. Cultural Contact**
B. *Psychological factors affecting first- and second-language development*	*B. Methods*	A. Concepts of cultural contact
C. *Socio-cultural factors affecting first- and second-language development*	*C. State mandates*	B. Stages of individual cultural contact
D. *Pedagogical factors affecting first- and second-language development*	*D. Limitations of assessment*	C. The dynamics of prejudice
E. *Political factors affecting first- and second-language development*	*E. Technical concepts*	D. Strategies for conflict resolution

Course Requirements & Grading Policy

1. Attend all class sessions. Be on time and be prepared. Please call or email the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time or class sessions may not receive a passing grade for a course.

2. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have autism" rather than "My autistic student") must be used throughout *all written and oral assignments and class discussions*. Refer to this commentary for further details: http://www.kidstogether.org/pep-1st02.htm

3. Word-process all written documents. Save/Keep a copy of all of your work. You will want these copies for your records and future use as potential professional portfolio entries.

4. Complete and hand in all assignments on the due dates for full credit.

5. Readings and homework assignments are listed on the dates on which they are due.
   a. If you have extraordinary circumstances that impact completion of your assignments, advise the instructor in advance.
   b. Any time that you have questions or concerns, please contact the instructor immediately.
   c. All required work is expected to be on time.
   d. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one day late will be marked down to a "B").
   e. Unless *prior* instructor approval is secured, assignments will not be accepted three days after which they are due.
   f. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

6. It is expected that students will **proofread and edit** their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment grade will be negatively affected as a result of this oversight.

7. Grading will also include a component of "professional dispositions and demeanor." Students will conduct themselves at all times in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:
   - On-time arrival and full attendance to all class sessions;
   - Advance preparation of readings;
   - Timely submission of assignments;
   - Demonstration of respectful, positive interpersonal communication and participation with classmates, instructors, and school personnel in all settings (e.g., whole group, small group, in/outside of class); and
   - Carefully considered, culturally aware approaches to solution-finding

8. Select a class "buddy" to ensure you receive handouts and information if you miss all/part of a class. Write their contact info here:

   Buddy:_____ Telephone:_____
   E-mail:_____ Fax:_____
   Address: _____

Grade Point Values

A	(93-100 points)		A-	(91-92 points)
B+	(89-90 points)		B	(83-88 points)
B-	(81-82 points)		C+	(79-80 points)

A (Excellent):   Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.

B (Good):   Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.

C+ (Satisfactory):   Performance at an adequate level, meeting the basic objectives and requirements of the course.

NOTE: *The minimum acceptable grade for a course in the professional education sequence is "C+." A "B" average must be maintained. (CSUSM General Catalog)*

Course Assignments
Note: Assignments are detailed in EDMS 512 WebCT.

Assignment	Due Date	Where?	Point Value
Student Study Team Presentation	6/14 PM	In Class	15 points
Differentiated Lesson Plan w/ VAPA: Backward Design	6/15 PM	Class Mail/WebCT	20 points
Philosophy of Education	6/24 AM	In Class	10 points
Disability Matrix	6/30 AM	Class Mail/WebCT	20 points
Family-Centered Perspectives Presentation	7/20 PM	In Class	15 points
Electronic Portfolio	7/28 EVE	Taskstream	5 points
Attendance/Participation	6/6-7/28	In Class & WebCT	15 points
Total			**100 points**

Tentative Course Schedule: EDMS 512

Classes will be held at Alvin Dunn Elementary School in San Marcos (Rm. 48) or online in WebCT as indicted.

Class #	Date	Topics	Class Activities	Readings for Today	Assignments Due Today
1	6/6 PM	**FIRST DAY OF SCHOOL** Course Overview Class Norms The COE Mission Statement Organizing for Success Guest: Nicki Lizardi, SM BTSA Coordinator	Stories Teachable Moments Self-Monitoring Folders Establish Class Norms Mission Prompt #1 Syllabus Scavenger Hunt	Syllabus COE Mission Statement	Texts Purchased In-class tasks only: Write Norms Draft of Response to Mission Prompt #1 Set up folders Create summer roles and snack lists
2	6/9 AM	**WHAT IS UNDERSTANDING, AND DO I?** WebCT & Assignments TPEs & CSTP Enduring Understandings Lesson Planning: Access & Universal (Backward) Design	Stories Jigsaw TPEs Cooperative Groups	TPEs Course Assignments in WebCT CH: 1 RO: p. 4-15 VI: 6	Bring laptops if you have one. Post Mission Prompt #1 to WebCT Bulletin Board
3	6/9 PM	**THE CIRCLE OF COURAGE** Inclusion VAPA standards	Stories Jigsaw readings Cooperative Groups	VI: 3	
4	6/14 AM	**THAT'S WHAT IT'S ALL ABOUT!** Content, Process, and Product Assessment & Grouping Instructional Strategies Grading Practices	Stories Role Plays Cooperative Groups	RO: 4 T: 3, 7, & 8; T: pp. 120-124	
5	6/14 PM	**HELP!** Student Study Team Training Student Study Team Presentations and Reflections	SST Role Plays Quickwrite	WebCT Links for SST	SST Presentations

6	6/15 WebCT	**WHAT IS UNDERSTANDING, AND DO I?** Differentiating & Delivering Instruction VAPA Standards	WebCT Activities, as posted on WebCT Bulletin Board	RO: 6 T: 1 & 2 CH: 3	Post Mission Prompt #2 to WebCT Bulletin Board
7	6/15 WebCT	**MY BUDDY** Partner Learning	RO: Ch. 6, p. 204, #3	RO: 6 VI: 5	WebCT Activities, as posted on WebCT Bulletin Board
8	6/24	**THE NASTY WATCH!** Instructional Management Observing Learners	Stories Observations	T: Appendix CH: 14&15	
9	6/24 WebCT	**BELIEVE IT!** A Philosophy of Education Level I Standards	WebCT Activities, as posted on WebCT Bulletin Board Formulating questions for panel	Level I Standards	Formative Philosophy of Education posted in Class Mail WebCT Activities, as posted on WebCT Bulletin Board
10	6/30 AM	**THE MANY HATS OF TEACHERS & STUDENTS** Alvin Dunn Teacher Panel: Perceptions from the Trenches Solution finding	Stories Mad Hatter's Tea Party Open Panel Forum		Bring a hat. Assume the role of a child with a disability. Write out 4 notecards with "What works for me?" questions for today's panel. Include your name on each card.
11	6/30 WebCT	**LABELS!** Disability Categories: Research	WebCT Activities, as posted on WebCT Bulletin Board	CH: 2	Matrix
12	7/20 AM	**US/THEM/WE** The Family Centered Perspective	Stories	CH: elevant chapters	Bring Copy of Matrix to Class
13	7/20 PM	**FOCUSING THE LENS** FCP Presentations	FCP Role Plays Quickwrite		

		Evaluating with Rubrics Distribution of Course Evaluation (due 7/28 at Reflections Session)			
14	7/21-7/23 Leadership Institute:	**CHOICE SESSION**			Attendance at Summer Leadership Institute Sessions
15	7/25 WebCT	**WRAP-UP & REFLECT**	WebCT Activities, as posted on WebCT Bulletin Board		Post Mission Prompt #3 to WebCT Bulleting Board Institute Reflection – WebCT posted in Class Mail
16	7/28 4:30-6:30 Program Reflections	**CONCURRENT ABCs** Reflective Practice	Stories TPE Postings		Program and EDMS 512Course Evaluations