

**California State University San Marcos  
College of Education**

**EDMS 512: Elementary Teaching and Learning II  
Differentiated Design for All Students**

**Class Meetings: Thursdays 6:00 – 9:30 PM UH 101**

**CRN# 30098**

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**Mission Statement of the College of Education**

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, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**INFUSION**

**CLAD**

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

**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 our candidates to use technologies, emphasizing their use in both teaching practice and student learning.

## **COURSE DESCRIPTION**

This collaboratively designed two-semester course is an introduction to the teaching and learning of all students. The course accentuates the principles prescribed in the Mission of the College of Education: diversity, educational equity and social justice, reflective teaching, and lifelong learning. The course infuses general and special education standards, and includes web-based components and participation in public schools. The online site may be accessed at [www.courses.csusm.edu](http://www.courses.csusm.edu). Students will be required to do some assignments online.

## **REQUIRED TEXTS AND WEB SITES**

- ❖ Burden, Paul and Byrd, David (2003). *Methods for Effective Teaching, 3<sup>rd</sup> Addition* (packaged with Videoworkshop and Research Navigator), Pearson Education (ISBN 0-205-41219-X)
- ❖ Wong, Harry (1998). *The First Days of School: How to be an Effective Teacher*, Harry Wong Publications

## **CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION**

- ❖ Engaging and supporting all students in learning
- ❖ Creating and maintaining effective environments for student learning
- ❖ Understanding and organizing subject matter for student learning
- ❖ Planning instruction and designing learning experiences for all learners
- ❖ Assessing student learning
- ❖ Developing as a professional educator

## **TEACHER PERFORMANCE EXPECTATIONS**

Candidates for the Multiple Subjects Credential will:

1. make multiple subject matter comprehensible to all students by planning and designing instruction that reflects an understanding of the state-adopted academic content standards (TPE 1)
2. monitor and support student learning during instruction (TPE 2)
3. use, interpret, and give feedback on formal and informal assessment measures (TPE 3)
4. make content accessible to all learners (TPE 4)
5. ensure the active and equitable engagement of all students in the learning process (TPE 5)
6. employ developmentally appropriate teaching practices to all learners (TPE6a-d)

7. demonstrate knowledge and understanding of theories, principles, and instructional practices for teaching English language learners, and employ linguistically appropriate teaching practices for English learners (TPE 7)
8. demonstrate the ability to identify and design effective instruction for the needs, abilities, and development of all children and adolescents (TPE 8)
9. demonstrate the ability to use collaboration, referral (e.g., Student Study Team) and referral processes (e.g., IEP, ITP) to ensure the development of appropriate instruction for learners with unique learning characteristics (TPE 9 and TPE 12)
10. plan and design learning experiences for children and adolescents that include goals, strategies, activities, materials, and use of technology, that coordinate effectively with academic content and the needs, abilities, and development of all children and adolescents (TPE 9)
11. demonstrate the ability to create, maintain, and reflect upon effective environments for student learning by designing a unit plan that includes authentic reference to effective instructional time allocation and instructional time management (TPE 9 and TPE 10)
12. demonstrate the 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 (TPE 11)
13. develop as a professional educator by demonstrating their knowledge and understanding of the professional, legal, and ethical obligations of the teaching profession (TPE 12 and TPE 13)

### **COE ATTENDANCE POLICY**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. 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

### **PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

- ❖ Attend all class sessions, be on time, stay for the entire session, and contact the instructor and your class buddy when you must miss all or part of class.
- ❖ Use “person-first” language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”).
- ❖ Word process and keep copies of all written work (for use as professional portfolio entries).
- ❖ Complete and hand in all assignments on the given due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments please let the instructor know.

- ❖ Any time you have questions or concerns, please contact your instructor immediately.
- ❖ Participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.

## **ASSIGNMENTS AND GRADING:**

- ❖ **Reading/Video Journal (HW: 10 Points):** The nature of this class relies heavily on classroom dialogue. Therefore attendance and preparation for class are essential. Written reading/video response notes designed to assess attendance in class and preparedness for class will be due at the beginning of each class session. Reading/video logs will reflect your thoughts on assigned readings/videos for that date. Individual reading/video logs are not graded; rather their timely submissions are noted and points are assigned on the basis of having completed the assignment for the semester. Reading/video logs will not be accepted late.
- ❖ **Education Article Analysis - Quick Writes (IC: 20 points):** As we analyze and discuss various articles from *Research Navigator*, you will be asked to complete “quick writes” (in class writing response) regarding a given article. Quick writes should include the title and author of the article, a brief overview of the main ideas and an analysis of your thinking regarding the topic and how it relates to issues covered in class and other assigned readings. **There will be no make-ups for these writing assignments if you are absent.**
- ❖ **Integrated Unit Plan and Presentation (ICand HW: 25 Points):** Working in a team of 3 people, create a 3 week integrated, multidisciplinary unit around a theme of your choice. Each student will be responsible for presenting 1 week of the plan using some type of technology.
- ❖ **Observation of a Differentiated Classroom (HW: 20 points):** Observe a heterogeneously mixed classroom at a public school. Identify 2 students with special instructional or behavioral needs. Write a structured observation report that includes observed work habits and behaviors and information from talking with the children’s teacher(s). Make appropriate recommendations for supporting the students’ success in the school, based upon data gathered and knowledge of the principles of a differentiated classroom.
- ❖ **Philosophy Paper (HW: 15 points):** Write a 4 page paper outlining your developing philosophy of education connected to instruction and student learning.
- ❖ **Attendance/Participation (10 points)**

**Assignment**

**Possible Points**

1. Reading/Video Notes	10
2. Article Analysis (In Class Quick Writes)	20
3. Observation Report on Differentiation	20
4. Unit Plan and Presentation	25
5. Philosophy Paper (Final)	15
6. Attendance/Participation	10

**Grading Scale:**

A (95-100)

A- (90-94)

B+ (88-89)

B (83-87)

B- (80-82)

C+ (78-79)

C (73-77)

C- (70-72)

D (60-69)

F (0-59)