

**California State University San Marcos
COLLEGE OF EDUCATION
Mission Statement**

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.

**EDMX 526: Learning and Instruction in Inclusive Classrooms
(4 credit units)
CSUSM Summer Session, 2002**

Instructors:

Dr. Gilbert Valadez

E-mail: valadez@csusm.edu

Assistant Professor

CSUSM

Dr. Richard A. Villa

E-mail: ravillabayridge@compuserve.com

Bayridge Consortium Inc.

Phone/FAX: 760-761-4917

Course Description:

This collaboratively designed and delivered course provides an introduction to psychology of learning and instruction; typical and atypical patterns of development; applications of learning theories to educational practice; and the planning and delivery of meaningful lessons; utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. The course is built upon the principles of the Mission of the College of Education: diversity, educational equity, social justice, reflective teaching, and lifelong learning. Course content includes supervised observation in multicultural, multilingual classrooms and community settings.

Part II: Course Objectives and Requirements:

The participants will:

1. develop skills in employing task analysis and concept analysis to identify learning objectives.
2. demonstrate competency in writing objectives in cognitive, affective, and psychomotor domains.
3. develop skills in focusing the learner's attention on the objective, actively engaging learners, and having students summarize what they have learned.

4. develop skills in monitoring and adjusting instruction.
5. explore retention theory, reinforcement theory, motivation theories, and transfer theory.
6. design a lesson plan that addresses individual learning needs of students with disabilities and students who are English language learners.
7. deliver and evaluate a direct instruction mini-lesson.
8. develop an initial philosophical stance regarding the education of children with and without disabilities.
9. actively participate in a demonstration that summarizes major learnings related to effective instruction.

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

California Teaching 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 (TPE 6a-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. Plan and design learning experiences for children and adolescents that include goals, strategies, activities, materials, including technology, that coordinate effectively with academic content and the needs, abilities, and development of all children and adolescents (TPE 9)

10. 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)
11. Develop as a professional educator by demonstrating their knowledge and understanding the professional, legal, and ethical obligations of the teaching profession (TPE 12 and TPE 13)

WHAT DO I NEED FOR CLASS?

Cummings, C., Nelson, C., & Shaw, D. (1996). Teaching makes a difference (5th ed.). Edmonds, WA: Teaching Inc. (CM)

Rosenberg, M., O’Shea, L. & O’Shea, D. (2002). Student teacher to master teacher: A practical guide for educating students with special needs (2nd ed.) Upper Saddle River, NJ: Merrill. (RO)

Wiggins, G., & McTighe, J. Understanding by Design, Alexandria,VA: Association for Supervision and Curriculum Development. (WM)

Activities and instructional methods for realizing objectives:

class discussions	group work	lecture readings in texts & literature
web site access	study guides	cooperative group learning
demonstrations	quizzes	quick writes videos written reflections
school visitations	observation of students	

Evaluation of attainment of these knowledge bases and skills:

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

Professional and Administrative Requirements

1. Attend all class sessions. Be on time. Please call the instructors 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.

3. Word-process all written documents. 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. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know in advance. Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and instructors.
6. Arrive on time and in professional dress for fieldwork assignments. Remain on-site for the duration of the time required.
7. Select a class “buddy” to ensure that you receive handouts and information if you miss all or part of a class.

Buddy:

Telephone:

E-mail:

Fax:

Address:

GRADING SCALE:

A	(188-200 points)	A-	(184-187 points)
B+	(178-183 points)	B	(172-177 points)
B-	(166-171 points)	C+	(160-165 points)

Criteria for Grading:

- 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)

SCHOLASTIC REQUIREMENTS:**Participation**

(2 points maximum/class X 16 classes & 2 field days = 40 points maximum)

Regular, punctual attendance is required, as it is critical and expected in the teaching profession. Because this class is laboratory in nature, the experiences and discussions are difficult to recreate on your own. Additionally, it is important that each class member have the opportunity to exhibit collaborative teaming and participatory behavior. To reinforce our commitment to developing interpersonal skills, students can earn two points per class for arriving on time; returning from break on time; staying for all of the class; and fully participating and cooperating with classmates, instructors, and guests in accordance with agreed-upon class norms. A class participant who arrives late, departs early, or engages in “non-collaborative” behavior will receive less than the maximum two points for that given class.

Design Two Direct Instruction Lessons

(2 @ 15 = 30 points maximum)

Each participant designs, with a team, two Direct Instruction lessons using the Direct Instruction Lesson Plan Format.”

Quizzes

(5 quizzes @ 4 points/quiz = 20 maximum points)

Participants complete 5 quizzes that check knowledge, comprehension, and application of the elements of effective instruction.

Reading Reflections

(6 written reflections = 24 points maximum)

Participants provide written responses to “prompt questions” regarding readings. Responses are written outside of class time and are due on the days indicated in the schedule in ***bold italics*** in the “Assignments Due Today” column of the course agenda. Reading reflection writing prompts are provided at the end of the syllabus. Each reflection is worth the number of maximum points indicated with the writing prompt at the end of the syllabus.

Teaching of the Direct Instruction Lesson Plan

(20 points maximum)

As a team, participants develop and teach 20 minutes of a Direct Instruction Lesson to classmates. A performance rubric will be provided and used by both the presenters and class participants to evaluate the demonstration.

Multiple Intelligences Final Presentation

(16 maximum points)

Teams will create and present a representation of their learnings about effective instruction. The presentation will be no more than 15 to 20 minutes in length.

Cultural Agency Statement

(25 points)

You will write a cultural agency statement that addresses your philosophy of an inclusive classroom. This statement is guided in that you will develop it by responding to prompts provided by the professor.

Backwards Design Unit Grid:

(25 points)

You will complete a unit grid implementing design elements from Wiggins and McTighe. More direction about this assignment will follow. Please refer to chapter 11 of the Wiggins & McTighe book for further clarification.

Weightings of Assignments:

Maximum Points

Attendance & Participation	40	
Design Two Lessons @ 15 pts/lesson plan	30	
Quizzes (5 quizzes @ 4 points/quiz)	20	
Reading Reflections (6 @ 3 to 7 points each)		24
Teach a Lesson	20	
Total Teaching Act Presentation	16	
Cultural Agency Statement	25	
Backward Design Unit Plan	25	

Total Maximum Points

200

Summer 2002 EDMX 526 Class Schedule

<u>Class #</u>	<u>Date</u>	<u>TOPICS</u>	<u>READINGS FOR TODAY</u>	<u>ASSIGNMENTS DUE TODAY</u>
1	GV	6/25 am	Cultural Agency	Readings assigned in class
2	GV	6/27 am	Cultural Agency	Rosow, Valadez, Fu & Stremmel & Hernandez readings
3& 4	RV	7/01 am & pm	Elements of Instruction Task & Concept Analysis Bloom's Taxonomy Selecting an Objective	CM 1,2, & 3 RO 5
5 & 6	RV	7/02 am & pm	Selecting an Objective at the Correct Level of Complexity & Difficulty Affective & Psychomotor Taxonomies Teach to the Objective Focus on the Objective Quiz 1 Set & Closure Compare/Contrast	CM 4, 8, 9, & 11 Reflection #1: Task Analysis
7 & 8		7/03 am & pm	Day one @ Discovery - 1 st Days of School	RO 3 & 8 Review C 2 & 3
9 & 10		7/05 am & pm	Day two @ Discovery 1 st Days of School	
11 & 12	RV	7/08 am & pm	"1 st Days of School" Debriefing Quiz 2: Behavioral Objectives & Taxonomies Monitor & Adjust Universal Design Guided Practice: Lesson Planning	CM 5 & 10 Reflection #2: 1st Day Analysis Reflection #3: 1st Day Objectives

13	RV	7/09 am	Lesson Planning continued		Reflection #4: Clarified Concepts
14	RV	7/10 am	Quiz # 3: Monitor & Adjust Motivation, Retention, & Transfer Theory Philosophical Stance	CM 6 & 7	DI Mini-Lesson #1
15	RV	7/11 am	Philosophical Stance Reinforcement Theory Quiz # 4: Reinforcement Theory Analysis of Different Lesson Plan Formats	CM Summary & Glossary	
16 & 17	GV	7/15 am & pm	Backwards Design	W & M, pages 1-60	
18	RV	7/17 am	Total Teaching Act Review Quiz # 5 Total Teaching Act		DI Mini-Lesson #2 Refelction # 5
19	RV	7/18am	DI Mini-Lesson Demonstrations		Reflection # 6: "Letterman's List"
20	RV	7/22 am	DI Mini-Lesson Demonstrations MI Final Presentations		
	GV	7/23			Cultural Agency Statement
	GV	7/26			Backwards Design Unit Grid

Reading Reflection Prompts and Points

Reflection #1 (3 points)

Select one of the skills listed in Pause and Reflect 5.4 on page 129 of Chapter 5 of Student to Master Teacher and complete a task analysis in as much detail as possible. Be prepared to share it with classmates.

Reflection #2; (7 points)

Prior to going to Discovery Elementary, please carefully study Chapters 3 & 8 of Student Teacher to Master Teacher. (Note: Even though Chapter 3 refers to special education classrooms, the same principles apply to every classroom.)

This assignment is designed to help you “see” how the teacher(s) you observe and interview set up for instruction. From your day of preparation with your teacher(s) and your “First Day” observations, please answer the following questions. Be as thorough as you can in your answers. Be prepared to share your findings with classmates and/or instructors during class.

1. With Chapter 3 of Student Teacher to Master Teacher in mind, what did you notice about the design of the physical classroom environment that supported (or did not support) student learning? What design alternatives would you suggest?
2. With Chapter 3 of Student Teacher to Master Teacher in mind, what did you see in terms of levels of instructional time that supported efficient use of time?
3. What proportion of the day was (do you expect will be) devoted to each of the grouping methods presented in Tables 3.2 and 3.3 of Chapter 3? What could be done to promote even more active student involvement?
4. What transition cues (Chapter 3, Box 3.2) and strategies for increasing on-task behavior (Chapter 3, Box 3.4) did you see used?
5. With your first day of school observations and Chapters 3 and 8 in mind, what methods for developing, introducing, and maintaining classroom rules and procedures were used in the classroom and/or were planned for the upcoming days?
6. With your first day of school observations and Chapter 8 in mind, please complete Pause and Reflect 8.2 on page 256 of Student Teacher to Master Teacher.
7. With your first day of school observations and Chapter 8 in mind, please complete Pause and Reflect 8.3 on page 263 of Student Teacher to Master Teacher.

REMEMBER TO COLLECT DATA FOR TWO 20 TO 30-MINUTE TIME PERIODS IN PREPARATION FOR REFLECTION #3.

Reflection #3: (3 points)

Prior to going to Discovery Elementary, please review pages 13-51 of the Cummings Teaching Makes a Difference text.

During **two** 20 to 30-minute time periods during the *first day of school*, identify and state at least one objective of the “lesson” or activity. Write the objectives as observable and measurable behavioral objectives that include the four essential features of quality behavioral objectives. Also, identify the level of complexity (i.e., Bloom’s Taxonomy) of each objective.

Reflection #4: (3 points)

Affective Objectives: Write three behavioral objectives from the Affective Domain that would be appropriate to include in literacy or any other academic lesson.

Remember the essential features of a quality behavioral objective:

1. Identifies the LEARNER(S)
2. Identifies “observable” and “measurable” BEHAVIOR(S) you want the learner(s) to exhibit
3. Identifies the GIVENS - conditions under which the behavior will occur
4. Identifies the CRITERIA for successful performance

Reflection#5 (4 points)

Identify 4 concepts, understandings, or procedures regarding taxonomies, instructional objectives, universal design, and/or the seven instructional approaches (i.e., direct instruction, inquiry training, concept attainment, learning cycle, concept formation, unguided inquiry, cooperative learning) that have been clarified for you through classroom instruction and/or the Cummings Teaching Makes a Difference or Student to Master Teacher chapters. For each identified concept, understanding, or procedure, describe your new understanding or clarification as well as why the concept/understanding/procedure is important to effective instruction.

Reflection #6: (4 points)

After reading Chapter 6 of Student Teacher to Master Teacher create a “Letterman’s List of Top 10 Tips” for the effective delivery of instruction that identifies new or salient learnings from the chapter. For each tip, write a brief paragraph that describes the principle, concept, or practice and explains its significance to you.

CROSS-CULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

COMPETENCIES ADDRESSED BY THIS COURSE ARE ITALICIZED, SHADED AND INDICATED WITH ***

PART 1: LANGUAGE STRUCTURE & FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	10. 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. <i>Organizational models: What works for whom? ***</i>	B. Perceptions of culture
C. Syntax	C. <i>Instructional strategies ***</i>	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. <i>Language in context ***</i>	A. <i>Teacher delivery for both English language development and content instruction***</i>	E. <i>Cultural congruence ***</i>
F. <i>Written discourse ***</i>	B. <i>Approaches with a focus on English language development***</i>	II. Manifestations of Culture: Learning About Students
G. <i>Oral discourse ***</i>	C. <i>Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)***</i>	A. <i>What teachers should learn about their students **</i>
H. <i>Nonverbal communication ***I</i>	D. Working with paraprofessionals	B. <i>How teachers can learn about their student ***</i>
II. Theories and Factors in First- and Second-Language Development	II. Language and Content Area Assessment	C. <i>How teachers can use what they learn about their students (culturally responsive pedagogy) ***</i>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. <i>Purpose***</i>	III. Cultural Contact
B. <i>Psychological factors affecting first- and second-language development ***</i>	B. <i>Methods ***</i>	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. <i>Pedagogical factors affecting first- and second-language development***</i>	D. <i>Limitations of assessment ***</i>	C. <i>The dynamics of prejudice***</i>
E. <i>Political factors affecting first- and second-language development ***</i>	E. <i>Technical concepts ***</i>	D. Strategies for conflict resolution