

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

EDSS 511 – Teaching and Learning in the Secondary Schools

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[Prior to each class session]

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Class Times: Thursday
Saturday

5:00--8:30 pm
8:30--3:30 pm

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.

Course Description

This course is intended to begin the preparation of secondary teachers. Students will be exposed to and have experiences with the research, theory, and practice which form the foundation of the profession. The course will focus on facilitating students to improve knowledge and develop skills in six fundamental areas of the teaching profession. These are:

1. **PURPOSE FOR TEACHING** - Student teachers will develop and refine their own philosophy of teaching grounded in theory, research, and practice.
2. **REFLECTIVE PRACTITIONERS** - Student teachers will become active learners who continuously research, assess, apply and refine knowledge throughout their careers.
3. **PROFESSIONAL KNOWLEDGE** - Student teachers will increase their understanding of the principles of learning, curriculum, instruction and assessment as well as demonstrate application of this knowledge in the effective development of learning opportunities for all students.

4. **STUDENT FOCUS** - Student teachers will work equitably and effectively with all students by respecting the diversity of ethnicity, race, gender and distinctive characteristics of each individual.
5. **TEACHING AS A PROFESSION** - Student teachers will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession.
6. **COLLABORATIVE RELATIONSHIPS** - Student teachers will practice collaboration and create partnerships with colleagues, students, parents, businesses and community agencies.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective program 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. The following TPEs are addressed in this course:

Primary Emphasis

- TPE 3 - Interpretation and Use of Assessments
- TPE 6c - Developmentally Appropriate Practices in Grades 9 -12
- TPE 6d - Developmentally Appropriate Practices for Special Education
- TPE 8 - Learning about Students
- TPE 9 - Instructional Planning
- TPE 11 - Social Environment
- TPE 13 - Professional Growth

Secondary Emphasis:

- TPE 2 - Monitoring Student Learning During Instruction
- TPE 4 - Making Content Accessible
- TPE 7 - Teaching English Language Learners
- TPE 10 - Instructional Time
- TPE 12 - Professional, Legal, and Ethical Obligation
- TPE 14 - Educational Technology
- TPE 15 - Social Justice and Equity

Infused Competencies

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. Candidates are expected to use technology professional practice, as well as researching the topics discussed in this course. Additional uses of technology will be discussed in class and emphasized in the course reader.

Required Texts & Resources

Baldwin, M.D., & Keating, J. F., Preparing Dynamic Teachers for Challenges of Secondary Schools. Customized text: draft of chapters 1 –5.

Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.

Villa, R., and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Borich, Gary D. (1999). Observation Skills for Effective Teaching. (3rd ed.). Upper Saddle River, New Jersey: Prentice-Hall. [Purchased for EDSS 530, Professor Keating]

Course Website: <http://courses.csusm.edu>

[Optional Text – please see instructor before purchasing]

Nelson, J., Lott, L., & Glenn, H.S. (1997). Positive Discipline in the Classroom (2nd ed.). Prima Publishing: Rocklin, CA.

Fried, Robert L. (1995). The Passionate Teacher. Beacon Press: Boston, MA.

Assignments and Grading

All assignments should be typed and reflective of graduate level work. No late work will be accepted without prior approval. Several of the following assignments are given concurrently with EDSS 530 and / or EDSS 550; credit will be given in each course for work completed. These assignments are marked with (*). Assignments will be discussed in more detail in class.

College of Education Attendance Policy

Due to the participatory nature of this course, all students are expected to attend all classes and participate actively. Absences and late arrivals will affect the final grade. 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. Should you have extenuating circumstances, please contact us.

ATTENDANCE AND PARTICIPATION

The course is designed to be participatory in nature, therefore your attendance and participation are important. Absences must be made up and may affect the final grade. Students are expected to be on time and prepared for class. Any student missing more than three classes will not receive credit for the course.

READING LOGS (10%)

Reading logs will be prepared for various assigned readings. The reading logs will reflect the individual student's interest and understanding of the assigned reading. The format and specific readings will be explained in class.

JOURNALS (25%)

Reflective journals will be explained and initiated throughout the semester. The content of entries will be determined by each individual student, the specific focus of the journal entries will be assigned by the instructor. Two journal entries will be generated which focus on two specific elements of classroom life and student behavior. [Class management and instructional variety from the Borich text]. A format for the journals will be provided.

PROGRAMS, PROCESSES AND PROCEDURES (25%)

Special Education Matrix: The 13 Handicapping Conditions (10%)

Following the study of Legal and Ethical Rights, Roles, Responsibilities of the parent and teacher, students will create a Special Education Matrix. This master chart will include information about environmental, curricular, instructional, and assessment adaptations and accommodations for students who qualify for special education according to the state and federal criteria under any of the 13 handicapping conditions. Further instructions will be provided in class.

Student Study Team: A General Education Process (15%)

In teams of 4 or five students, you will research, prepare, and present a mock SST meeting that demonstrates the roles of the SST members, reviews special education program options for

meeting the needs of special students; examines the use of prereferral strategies to resolve problems prior to formal referrals for special education services, and explains the referral procedure involved in identifying students for special services. This assignment is accompanied by an examination of professional journal articles related to the given high incidence disability. (Sources recommended by instructors.)

CLASS ENVIRONMENT PLAN (15%) – Critical Assessment Task

Students will provide an overview of their proposed classroom set-up, procedures, and methods of establishing a positive learning community.

UNIT/* LESSON PLAN (25%) – Critical Assessment Task

Preparation for TPA 2 - Lesson Design

[Preparation for TPA 1 -Adaptation of Content for Student with Exceptional Needs]

Students will develop lesson plans and unit plans from their content area. These will include goals, instructional and assessment strategies.

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

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 (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	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

TENTATIVE CALENDAR

[There will be additional work assigned to be completed online]

DATE	TOPIC	ASSIGNED READING (Completed prior to class)
5/17	Program Orientation	Bring PT Handbook off the web for tomorrow's class
5/18	Orientation Continues	Purchase Texts – prepare assignments as noted on the syllabus
6/6	Introduction to Educational History/philosophy/school Issues	Chapter 1: Baldwin & Keating [B& K][1-2, 13-40] Rethinking: Creating Classrooms for Equity and Social Justice [4-5]
6/8	Overview of Adolescent Development	Chapter 3: B & K [all] <i>Class Management Observation Assigned [Borich 6]</i>
6/20	Democratic Classrooms <i>Class Management Assignment Due</i>	Chapter 4: B & K [all] Evoking Spirit in Public Education Ed. Update: Managing Today's Classroom. <i>Environmental Plan Assigned [B & K p. 41]</i>
6/22	Instructional Strategies	Chapter 7: B & K - provided Rethinking The Day Sondra Took Over p. 98 & Teachers and Cultural Styles p. 127 <i>Instructional Variety Observation Assigned [Borich 8]</i>
6/27	Lesson & Unit Plans <i>Environmental Design Plan Due</i>	Chapter 8: B & K [or alternate text]- provided <i>Lesson & Unit Plans Assigned</i>
6/29	Inclusive Education	
7/11	<i>Lesson / Unit Plans Due</i> <i>Instructional Variety Assignment Due</i>	