

EDMS 511: Elementary Teaching and Learning I

Differentiated Design for All Students

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Class Dates: January 21-May 13, 2003
Class Times: Tuesday 6:00-8:45 p.m.
Class Location: ACD 411A

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

(adopted by COE Governance Community, October 1997)

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. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 02))

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted 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 or, in order to ensure confidentiality, in a more private setting.

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.

PRE-REQUISITES

Admission to the Multiple Subject Credential Program.

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. Students will be required to do some assignments online.

The following themes are emphasized:

- Structures and Procedures that Promote Learning
- Reflective Practice
- Ways of Learning and Knowing Connected to Practice and Social Commitment
- Differentiated Design
- Teachers as Professionals

REQUIRED TEXTS AND WEB SITES

1. Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Custom Reader
3. Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.
4. Websites: Course WebCT site: <http://courses.csusm.edu>

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 (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. 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)

COLLEGE OF EDUCATION 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.

SEMESTER ONE REQUIREMENTS

- Introduction
- Ways of knowing – connected to practice
- Structures and procedures – Setting up a classroom
- Differentiated Design – Elements of a lesson (plan)
- Reflective Practice – Meta-cognition
- Teacher as Professional – Demeanor/CA Standards for the Teaching Profession

Introduction

Thematically Defined Learning and Instruction

Theme I: Ways of Learning and Knowing - Connected to Practice

Who are we as teachers?
 Situating oneself
 Social commitment and awareness
 Conceptions of knowledge and connections to practice
 Variations on knowing, practice and assessment
 Observing children

Theme II: Structures and Procedures that Promote Learning

The thinking behind teaching, big ideas, patterns and rhythms to the day, week, month, year
 Movement / management / timing

Theme III: Differentiated Design

Who are our students? What are their needs?
Elements of a lesson (plan)
Adapting instruction for all students

Theme IV: Reflective Practice / Metacognition

The whats and whys of teaching
Reflections on practice teaching
The social child: behavior

Theme V: Teachers as Professionals

Becoming and remaining part of the larger educational conversation
Professional organizations, journals
Obligations to students and families
Professional demeanor and appearance
Communication
The continuum of professional development
BTSA
Collaboration / Teaming

CRITICAL ASSESSMENT TASKS (CATs)

A number of assignments build toward these four assessment events which span the full year of two courses. These assessment events are connected to assignments for other courses in this program as well. The assignments indicated in *italics* are ones that specifically related to TPE6d: Teaching Special Education Populations in General Education Environments and Standard 14: Preparation to Teach Special Populations in the General Education Classroom.

- **Lesson Modeling** – two to four opportunities of increasing duration and complexity to “teach” peers, spread across the year and embedding principles and practices under study (Themes I, III, and IV, TPE’s 1, 2, 5, 6A & 6B, 6D, 11, 14)
 - **Practice teaching opportunities, minimum one per semester**
 - *Observation Report assignment*
 - *Adapting Instruction assignment*
- **Long-range planning** – emphasis on big picture construction of curriculum across a school year that begins with the end in mind and illustrates patterns, rhythms, structures, standards and assessments; development of a framework to “drop” units of instruction developed in content courses into (Themes I, III, IV, and TPE’s 2, 3, 4, 6, 9, 10, 14, 15) **1st and 2nd semester**
 - Sample lesson plan
 - Academic year calendar framework
 - *Diversity Questions assignment*
- **Solution-finding**– analysis of a series of cases (one in the fall semester, two in the spring) that present “real” classroom situations (e.g. video clips, written scenarios, stories from classrooms, some may be in our Allyn and Bacon reader) and development of appropriate responses using available resources (Themes I, IV, V, and TPE’s 1, 2, 4, 6, 7, 8) **one case in the 1st semester, two cases in the 2nd**
 - Cultural plunge
 - Case analysis
 - *Disability Characteristics Matrix assignment*

- **Professional development** – Development of a professional portfolio framework with a number of required entries that may include the following: a philosophy statement, response to cultural plunge, sample lesson plan, year-long plan framework, professional journal article review, reflections on a board meeting, reflections on commitments to social justice, plans for ongoing development, service learning involvement, evidence of collaboration, etc.) Entries align with TPE’s and demonstrate accomplishment in these areas (Themes II, V, and TPE’s 12, 13, 14) **Introduced in the first semester, framework started; framework finished in the 2nd semester and projects are added.**

Assignment Points:

Assignment	Points Given
Cultural Plunge	20 points
Case Analysis	20 points
Disabilities Matrix	20 points
Teaching Demonstration Groups	20 points
Class Participation	20 points

Required ungraded assignments

Observation Assignment

Grading Scale

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.

Make-Up Policy

It is the policy of this class that students will make up for any time missed during the semester. Should you miss a class session you will be required to make up the time by completing an assignment. Usually the assignment is a written reflection about a chapter from one of the texts. However, you can negotiate with the professor to do a different assignment if you prefer.

<u>Date</u>	<u>Topic and Reading</u>	<u>Assignment</u>
01/21/03	<p>Introduction to Class Icebreaker- Community Building Demonstration Teaching Assignment- Teach about your partner CSUSM Mission Statement- Quick Write</p>	<p>Introduction to Cultural Plunge Assignment Introduction of SST</p>
01/28/03	<p>Readings: Cognitive Development 1- Piaget and Vygotsky of Reader In class work: Parameters for Observations Mini-lecture on Cognition “Ways of Knowing” activity Teaching styles to ways of knowing Observation activity in class</p>	<p>Begin your observation assignment</p>
02/04/03	<p>Readings: Choate, chapter 3 McDevitt, chapter 5 In class work: Demonstration teaching using McDevitt text Discussion of classroom policies and procedures</p>	<p>Due: Observation assignment. Begin to collect your observation of classroom procedures and policies.</p>
02/11/03	<p>Readings: Reader- “Why We Need Classroom Rules”, pg 183 and Charles/Senter: Choate Chapter 15 In class work: Brainstorming about classroom policies and procedures Case study: Transitions</p>	<p>Continue work on Cultural Plunge.</p>
02/18/03	<p>Readings: “Democratic Consequences” , pg. 231 of reader and McEvan, Chapter 5 and 6 of Choate In class work: Jigsaw learning from “Democratic Consequences”- What makes a classroom democratic? Why is this a favorable practice?</p>	<p>Continue work on Cultural Plunge.</p>
02/25/03	<p>Readings: “Managing the Physical Environment of the Classroom” pg. 255 of reader and Choate, Chater 19 In class work: Classroom Map activity- What would be your ideal classroom?</p>	<p>Due: Cultural Plunge</p>
03/04/03	<p>Readings: “Teacher as Designer II: Teacher’s Lesson Planning”, in reader and Villa, Chapters 5 and 6 In class work: Lesson planning for teaching demonstration</p>	<p>Plan for your lesson demonstration</p>
03/11/03	<p>Readings: Villa, and Thousand., Chapter 5, and Choate, Chapters 2, 3, and 14 In class work: Disabilities Matrix assignment. Bring your Choate text to class.</p>	<p>Continue your lesson planning Remember to bring a laptop to class if your own one.</p>

03/18/03	Readings: Choate, Chapters 5 and 12 In class work: Special Education Infusion- Disability Characteristics Matríz	Collect materials for in class work on 10/03/02
03/25/03	Readings: Section 4 of the reader (as a reference), Villa, Chapter 7 In class work: Sharp and Buton, "Using a Popular Culture Icon to Help Pre-service Teachers Explore Mathematics Education	Continue work on matrix assignment
04/01/03	Spring Break	
04/08/03	In class work: Special Education Infusion- Case analysis lecture and assignment	Due: Disability Matrix Begin Case analysis assignment
04/15/03	Readings: ISDE Chapter One In class work: Integrating Technology in the elementary classroom Workshop- create a technology plan to be incorporated into your year-long plan	Continue Case analysis assignment Prepare for collaborative group demonstration
04/22/03	Readings: Villa, Chapters 5 and 6 In class work: Collaborative Lesson Demonstration Teach the group a lesson	Due: Case Analysis
04/29/03	Collaborative Lesson Demonstration, continued.	
05/06/03	Reading: Choate Chapter 16 Professional Portfolio Workshop In class work: Develop your personal professional portfolio in class lecture	Work on professional portfolio
05/13/03	Presentation of Professional Portfolios In class work: Participants will present their work and describe their personal growth	

Note: Please note that the above schedule is tentative. The instructor reserves the right to change the schedule as the course unfolds.

Self-Monitoring Attendance Sheet

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Name _____

Date	Initials	Comments
January 21		
January 28		
February 4		
February 11		
February 18		
February 25		
March 4		
March 11		
March 18		
March 25		
April 8		
April 15		
April 22		
April 29		
May 6		
May 13		

