

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

Education/Multiple Subject (EDMS) 512
Elementary Teaching and Learning II
ACD 407 Spring 2003
Tuesday/Friday 12:00-2:45 PM

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Mission Statement of the College of Education, CSUSM

The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning, and service. We value diversity, collaboration, professionalism, and shared governance.

Senate Bill (SB) 2042

This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

Course Description

This course requires participation in public schools and other education-related contexts. This course is designed:

- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures (not covered in semester one) as they relate to special education;
- to encourage further infusion of technology into curriculums.

Course Objectives

The purposes of this course are threefold:

- to expand preservice candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Required Text

- Marion, Valadez, Woo. (custom reader). *DEEP dialogue about teaching and learning EDMS 511/512*.
- ISTE NETS
- Choate, J.
- Villa, R., & Thousand, J. (2002/1995). *Creating and inclusive school*. Alexandria, VA: ASCD.
- Administrative-notebook with dividers: notes, activities, additional handouts

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

Plagiarism

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely. Failure to do so may result in failure of the course.

Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due.

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to an A-). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Life and death situations will be handled on a case-by-case basis, as determined by the instructors.

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. Refer to American Psychological Association (APA) manual, 5th edition, for guidance. Neglecting to do the above will impact the instructors' abilities to read and understand the text; the assignment's grade will be negatively affected as a result of this oversight.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to the following:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

College of Education attendance policy

Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C+". **Notification of absences does not allow students to assume they are automatically excused.**

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(student's name/ signature and date)		(home telephone/cell phone)	
<u>Attendance/participation (16%)</u>			
1/21	_____	2/18	_____
1/24	_____	2/21	_____
1/28	_____	2/25	_____
1/31	_____	2/28	_____
2/4	_____	3/4	_____
2/7	_____	3/7	_____
2/11	_____	3/11	_____
2/14	_____	3/14	_____
<u>Professional Demeanor (4%)</u>			_____ (4%)
<u>Individual assignments (40%)</u>			
1/31	Draft of <i>Refined Philosophy of Education</i>		_____ (5%)
2/11	Write-up of community resource		_____ (10%)
2/21	Draft of portfolio		_____ (10%)
03/11	Report on community resource		_____ (5%)
3/11	Portfolio presentations		_____ (10%)
<u>Group assignment (40%)</u>			
10/24	In-class case analysis		_____ (20%)
On-going	Peer teaching		_____ (20%)
Total			_____ (100%)

- January 21 T (Re) introduction (Mauerman & Woo)
- Review course themes.
 - Review syllabus and course expectations.
 - Review elements of a lesson plan.
 - Assign SST teams.
 - Think more about developing a year-long plan (Mauerman on Deschler).
 - “I am a teacher” poem.
 - * Bring a copy of current resume to next class.
 - * Bring a copy of *Philosophy of Educational* statement to next class.
- January 24 F “Teacher as a professional: Continuum of professional development” day 1, (Woo)
- Discuss elements of a portfolio.
 - Work on resume in small groups.
 - Begin refining *Philosophy of Education* statement in small groups.
 - * Bring a copy of school and/or district calendar and policies to the next class.
 - *<http://www.btsa.ca.gov>
- January 28 T “Teacher as a professional: Ethics and law” day 2, (Mauerman & Woo)
- Ethics and laws, particularly Special Ed.-related
 - Teacher’s responsibility in cases of (suspected) child abuse
 - Compare and contrast school and district-specific policies.
 - *Code of ethics* activity.
 - *<http://www.csusm.edu> (descriptions of various Master’s programs)
- January 31 F “Structures and procedures: Collaboration and communication” day 1, (Woo)
- Discuss ways schools can encourage parent/guardian/ “family,” and community involvement.
 - Have student think about ways they can establish “regular” communication with home (e.g., class newsletter).
 - Remember the importance of cultural sensitivity.
 - * **Turn in draft of refined *Philosophy of Education* statement.**
 - * McEwan, Chapter 8: Creating a welcoming climate for parents (pp.271-294).

- February 4 T “Structures and procedures: Communication and collaboration” day 2, (Mauerman & Woo)
- Introduce SST.
 - Demonstrate WebCT SST/video of SST.
 - Highlight key elements of SST.
 - Assign disabling condition.
 - * Choate, Chapter
 - * Charles/Senter, Chapter 10: Managing assessment, recordkeeping, and reporting (pp. 295-318)
- February 7 F “Structures and procedures: Collaboration and communication,” day 3, (Mauerman)
- Role-play SST.
 - Debrief role-plays.
 - Review key elements of SST.
 - * Stiggins, Chapter 4: Understanding assessment alternatives (pp. 319-345)
- February 11 T “Reflective practice: Teacher as inquirer” day 1, (Woo)
- Examine National Standards, California State, and ISTE standards.
 - Create a portfolio rubric.
 - * **Submit completed form, one “free” community resource.**
 - * <http://www.nbpts.org>
 - * <http://www.cde.ca.gov/standards>
 - * <http://www.iste.org/news/2002/10/23-nasbe/nasbe-tech-supported-2002.pdf> (p.4, Figure 2)
- February 14 F “Reflective practice: Teacher as inquirer” day 2, (Woo)
- **Class held in computer lab, location to be announced.**
 - Introduce Digital Edge exhibits—review for elements of accomplished teaching and appropriate use of technology.
 - Explore one exhibit as a whole group.
 - Have students examine one or more other exhibits in small groups.
- February 18 T “Differentiated design” day 1, (Mauerman & Woo)
- Familiarize students with IEP.
 - Review key aspects common among all IEPs.
 - Review history and legislation that determines IEP procedures.
 - Stiggins, Chapter 11: Assessing dispositions (pp.421-451).

- February 21 F “Differentiated design” day 2, (Mauerman)
- IEP continued.
 - * Bring a copy of year-long school or district calendar to the next class.
 - * Bring a copy of state or district grade-level standards to the next class.
 - * **Submit draft of portfolio. Include a 3-5 page reflection that addresses thematic organization, the greatest strength, and one aspect that needs continued refinement.**
 - * Stiggins, Chapter 10: Performance assessment of skills and products (pp.379-419).
- February 25 T “Differentiated design: Long-range planning” day 3, (Woo)
- Work in teams to begin thinking about creating a year-long, grade-level curriculum. Refer to state or district grade-level standards when designing this draft.
 - SDAIE/ELL
 - GATE
 - Students with special education needs
 - Overall logic and flow of plan
 - Realistic in scope.
 - * Castellano, Chapter 5: The identification and assessment of culturally and linguistically diverse students for gifted and talented education (pp.619-641)
- February 28 F “Structures and procedures: Communication and collaboration” day 4, (Woo)
- Encourage students to think about learning opportunities outside of the classroom (e.g., field trip).
 - In small groups, draft a letter home.
 - Recommend a timeline for planning, executing, and debriefing of the learning experience.
 - * Charles/Senter, Chapter 3: Managing the physical environment (pp. 255-268).
- March 4 T “Ways of knowing: Social commitment and awareness” day 1, (Woo)
- Have students think about their roles as teachers beyond the four walls of the classroom.
 - Distribute compiled book of “free” resources.
 - Review case analysis format.
 - * **Ask students to share one positive thing they learned from enlisting the help of the community.**
 - * McDevitt, Chapter 10: Social understanding and moral development (pp. 99-138).

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| March 7 | F | Hansen symposium. |
| March 11 | T | “Ways of knowing” Social commitment and awareness” day 2,
(Mauerman & Woo) <ul style="list-style-type: none">• Present portfolios in small groups.• Refer to class rubric.* Stiggins, Chapter 9: Assessing reasoning proficiency (pp. 139-177). |
| March 14 | F | Wrap up (Woo) <ul style="list-style-type: none">• Case analysis.• Course evaluations. |

EDMS 512 Peer Teaching Calendar (Spring 2003, Tuesday/Friday 12:00-2:45 PM)

<u>Date</u>	<u>Teaching</u>	<u>Snacks</u>
1/21 T	Introduction-Mauerman & Woo	Mauerman & Woo
1/24 F	Woo	Everyone brings
1/28 T	Mauerman & Woo *	
1/31 F	Woo *	
2/4 T	Mauerman & Woo *	
2/7 F	Mauerman *	
2/11 T	Woo *	
2/14 F	Woo	Computers, no food
2/18 T	Mauerman & Woo *	
2/21 F	Mauerman *	
2/25 T	Woo *	
2/28 F	Woo *	
3/4 T	Woo *	
3/7 F	Hansen symposium	
3/11 T	Mauerman & Woo *	
3/14 F	Woo	Computers, no food