

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

Education/Multiple Subject (EDMS) 512
Elementary Teaching and Learning II
Spring 2003

Tuesday and Friday 10:00 a.m. – 12:50 p.m.
University Hall 439

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Office Hours: By appointment

Mission Statement of the College of Education, Cal State San Marcos

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.

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042

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. See “Authorization to Teach English Learners Competencies.” (Approved by CCTC in SB 2042 Program Standards, August 02)

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 as part of their professional practice, as well as to research the topics discussed in this course.

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).

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

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 Texts

- Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.
- Marion, R., Valadez, G. & K. Woo (Compilers) (2002). *DEEP Dialogue About Teaching & Learning*, Boston, MA: Prentice Hall Custom Reader.
- *National Educational Technology Standards for Students: Connecting Curriculum and Technology* (2000). Ruston, LA: International Society for Technology in Education (ISTE).
- Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Administrative-notebook with dividers: notes, activities, additional handouts

Academic Honesty and Plagiarism

All work submitted for this course should reflect the individual efforts of each student. When relying on supporting documents authored by others, cite them clearly and completely. Failure to do so may result in failure of the course. For a complete discussion on Academic Honesty please refer to the General Catalog of the University, and Section 41301, Title 5, of the California Code of Regulations.

Valadez Grading Policy for EDMS 512

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

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(s) to complete a different assignment.

Tentative Course Schedule

<p>January 21</p>	<p>“Course Introductions”</p> <p>Getting to Know You Activity: Teach about your partner Review Course Themes Review Syllabus and Course Expectations Connecting with the Mission of the COE Review Elements of Lesson Plans Developing a Year-Long Plan Form Semester Partnerships</p>
<p>January 24</p> <ul style="list-style-type: none"> • Readings: Marion, Valadez, Woo. Page 345. Please familiarize yourself to the websites listed on this page for use in this course. 	<p>“Teacher as a Professional: Continuum of Professional Development”</p> <p>Discuss elements of a portfolio. Work on resume in small groups. Begin refining <i>Philosophy of Education</i> statement in small groups.</p> <ul style="list-style-type: none"> ▪ Bring a copy of school and/or district policies to the next class.
<p>January 28</p> <ul style="list-style-type: none"> ❖ Readings due today: <i>National Educational Technology Standards for Students: Connecting Curriculum and Technology</i> <p>Assignment due today: Copies of resume and Philosophy of Education statement</p>	<p>“Reflective practice: Teacher as Inquirer”</p> <p>Examine Standards of: National Boards, California State, and ISTE.</p> <p>Inquiry assignment: Select a unique teaching model you will present for your teaching demonstration, i.e., guided reading, math menus, etc.</p>
<p>January 31</p>	<p>No class session- assignment to be given</p>
<p>February 4</p> <p>Reading: Marion, Valadez, Woo, pages 271-318. In class assignment: Newsletter, field trip form and letter of commendation.</p>	<p>“Structures and Procedures: Collaboration and Communication “</p> <p>Discuss way schools encourage parent/guardian and family involvement</p> <p>Case Analysis lecture and assignment</p>

<p>February 7</p> <p>Assignment: Draft of refined Philosophy of Education statement</p>	<p>“Assessment design and implementaion.”</p> <p>Rubric development: Teaching demonstration and Portfolios</p>
<p>February 11</p> <ul style="list-style-type: none"> ❖ Readings due today: Choate Chapter 16 ❖ Assignment due today: Annotated Bibliography and Disability Data. 	<p>“Structures and Procedures: Communication and Collaboration”</p> <p>Introduce SST. Demonstrate WebCT SST/video of SST. Highlight key elements of SST. Due next class: Disability Data and Annotated Bibliographies for SST Assignment</p>
<p>February 14</p>	<p>“Structures and Procedures: Collaboration and Communication”</p> <p>Role-play SSTs. (Process Evaluation) Debrief role-plays. Review key elements of SST.</p> <ul style="list-style-type: none"> ▪ Bring a copy of current resume to next class. ▪ Bring a copy of <i>Philosophy of Educational</i> statement to next class
<p>February 18</p> <ul style="list-style-type: none"> ❖ Readings due today: Choate Chapters 1,2,3 ❖ Assignment due today: Copy of school/district policies brought to class <p>* Readings: Readings: Marion, Valadez, Woo. Pages 271-294</p>	<p>“Teacher as a Professional: Ethics and Law”</p> <p>Ethics and laws, particularly Special Ed.-related Teacher’s responsibility in cases of (suspected) child abuse or neglect Compare and contrast school and district-specific policies. CEC Code of Ethics activity</p>
<p>February 21</p>	<p>“Special Education Law and The IEP”</p> <p>Familiarize students with IEP. Review key aspects common among all IEPs. Review history and legislation that determines IEP procedures. Developing Family-Centered Perspectives Assign Groups for Presentations</p> <ul style="list-style-type: none"> • Due next class: Disability Data and Annotated Bibliographies for SST Assignment • Bring a laptop to class next week

<p>February 25</p> <ul style="list-style-type: none"> ❖ Bring a copy of yearlong school or district calendar to the next class. Bring copy of state or district grade-level standards to class 	<p>“Differentiated design: Long-range planning”</p> <p>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.</p> <ul style="list-style-type: none"> ○ SDAIE/ELL ○ GATE ○ Students with special education needs ○ Overall logic and flow of plan
<p>February 28</p> <p>Assignment: FCP/IEP presentations</p>	<ul style="list-style-type: none"> ▪ Turn in draft of refined <i>Philosophy of Education</i> statement. ▪ Bring in copy of school or district calendar for next class
<p>March 4</p> <p>Reading: Marion, Valadez, Woo, pages 319-347</p>	<p>“Structures and Procedure: Communication and Collaboration”</p> <p>Mock field trip exercise. Develop the following Artifacts for a hypothetical field trip: Field trip Form, data sheet, and debriefing procedure(s).</p>
<p>March 7</p> <p>Assignment Due: Year-long plan sheets.</p>	<p>Teaching Demonstrations and/or Presentations</p> <p>Distribute compiled book of “free” resources Ask students to share one positive thing they learned from enlisting the help of community.</p> <p>What is the role of the teacher beyond the classroom?</p>
<p>March 11</p>	<p>“Ways of Knowing” Social Commitment and Awareness”</p> <p>Teaching Demonstrations continued</p>
<p>March 14</p> <ul style="list-style-type: none"> ❖ Assignment due today: Case Analysis and Mock interviews 	<p>Course evaluations. Wrap up and celebration!</p>

Self-Monitoring Form

Attendance/participation (15%)

Date	Initials	Comments
1/21		
1/24		
1/28		
2/4		
2/7		
2/11		
2/14		
2/18		
2/21		
2/25		
2/28		
3/4		
3/7		
3/11		
3/14		

Individual assignments (85%)

Due Date	Assignment	Point Value	Grade
2/14	SST: <ul style="list-style-type: none"> ▪ Annotations ▪ Disability Data 	6 4	
3/7	Year-Long Planning Project	20	
2/28	IEP/Family-Centered Project	20	
	Teaching Demonstrations	20	
3/14	Case Analysis	15	
	Completed Philosophy	Req.d./Ungraded	
3/14	Portfolio	Req'd./Ungraded	

Total /100%