

California State University San Marcos  
College of Education – ICP Program

**EDMS 512B: Elementary Teaching and Learning II**  
Differentiated Design for All Students

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

**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.

**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](http://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 WEBSITES

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

## 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

## TEACHING PERFORMANCE EXPECTATIONS

- A. Making Subject Matter Comprehensible To Students
  - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
  - TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- B. Assessing Student Learning
  - TPE 2: Monitoring Student Learning During Instruction
  - TPE 3: Interpretation and Use of Assessments
- C. Engaging and Supporting Students in Learning
  - TPE 4: Making Content Accessible
  - TPE 5: Student Engagement
  - TPE 6: Developmentally Appropriate Teaching Practices
  - TPE 6A: Developmentally Appropriate Teaching Practices K-3
  - TPE 6B: Developmentally Appropriate Teaching Practices 4-8
  - TPE 6D: Developmentally Appropriate Teaching Practices for Special Education: Teaching the Special Education Population in the General Education Environment
  - TPE 7: Teaching English Learners
- D. Planning Instruction and Designing Learning Experiences for Students
  - TPE 8: Learning about Students
  - TPE 9: Instructional Planning
- E. Creating and Maintaining Effective Environments for Student Learning
  - TPE 10: Instructional Time
  - TPE 11: Social Environment
- F. Developing As A Professional Educator
  - TPE 12: Professional, Legal, and Ethical Obligations
  - TPE 13: Professional Growth
  - TPE 14: Technology in Teaching and Learning
  - TPE 15: Social Justice and Equity
  - TPE 16: Biliteracy

## 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

### *Expectations*

- Students must come to class prepared to discuss required readings, submit required assignments, and participate in class activities. Teacher education is a professional preparation program, and students will be expected to adhere to standards of dependability, confidentiality, and writing achievement.
- Attend all class sessions, be on time, stay for the entire session, and contact the instructor and your class partner when you must miss all or part of class.
- Word-process and keep copies of all written work.
- 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 notify the instructor. Grades on assignments will be lowered by 10% for each day the assignment is late. After one week, the assignment will not be accepted.
- Read and understand the university policy on plagiarism.
- Students must participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.
- If you miss two class sessions, or are late (or leave early) for more than three sessions, you cannot receive a grade of A. If you miss three class sessions, you cannot receive a grade of B.
- To receive a teaching credential from the state of California you must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education course

### **Assignments**

*Specific criteria for all assignments will be provided.*

Attendance and Reading Summary Responses (TPE's 12, 13)	45 pts.
Case Study Write Up (TPE's 1,2,4,6,9,10,14,15)	15 pts.
Philosophy Action Plan (TPE's 12, 13)	15 pts.
Personal Credo (TPE's 12, 13)	15 pts.
SST In-Class Presentation (TPE 1-13, & 15)	15 pts.
Unit Plan (TPE 3,4, 5, 6, 7, 8, 9, 10, 11)	20 pts.
WebCT Discussion (TPE 1-16)	15 pts.
IEP In-Class Presentation (TPE's 1-13, & 15)	15 pts.
IEP Questions 4 @ 5pts. (TPE's 1-13 & 15)	20 pts.
Portfolio (TPE's 1-16)	25 pts

### **Grading Scale:**

A	100% - 90%	C	79% - 70%	F	below 59%
B	89% - 80%	D	69% - 60%		

*Tentative Course Schedule for ICP Cohort - Spring '03*

	Session Topics	Readings	Assignments
Jan. 22	<b>Course Overview</b>		
Jan. 27 Jan. 29	<b>Review Syllabus &amp; web CT</b> <b>(J)</b> Meet in Comp Lab		
Feb. 3. Feb. 5	Philosophy in Action TPE's/ Electronic Portfolio Introduction	Thousand: Ch. 1,2, 3,4, 7 Choate: Ch. 1, 3, 16	<b>Bring Philosophy Statement to class</b>
Feb. 10. Feb. 12.	Case Study	<i>Thous: Lecturette</i>	<b>Pre-Activity Writing</b>
Feb. 17. Feb. 19	Social /Moral Development	<b>DEEP: pg. 99-138</b>	<b>Practice webCT Discussion</b>
Feb. 24. Feb. 26	Accom., Inter, & Modifications		<b>Case Study Write-Up</b>
Mar. 3 Mar. 5	SST Process – Roles, <b>(J)</b> Responsibilities, Procedures	<b>Choate: pg. 1-17</b> <i>Thous. Lecturette</i> <b>WebCT: SST resources</b>	<b>Portfolio Check #1</b>
Mar. 10 Mar. 12	Assessment	<b>DEEP: pg. 295-345</b>	SST Presentations
Mar. 17 Mar. 19	Universal Design <b>(J)</b> <b>IEP Process</b>	<b>Choate: Ch. 1</b> <i>Thous: Lecturette</i> <b>WebCT: websites</b>	<b>WebCT – Discussion</b>
Mar. 24. Mar. 26	Communication and Collaboration	<b>DEEP: pg. 271-294</b>	Bring notes from Teacher Interview on this topic
Mar. 31 Apr. 2	<b>Spring Break</b>		
April 7 April 9	Long Range Planning		<b>Portfolio Check #2</b>
Apr. 14 Apr. 16	Cooperative Learning <b>(J)</b>		<b>IEP Presentations + 4 IEP Questions</b>
Apr. 21 Apr. 28	Reflective teaching-inquiry, research, action research		<b>**Personal Credo + Revised Philosophy</b>
May 3 May 5	Peer Teaching		<b>Unit Plan</b>
May 10 May 13	Professional Development		<b>Portfolio Due</b>

**Please note:**

**Reading Summary Responses are due on Monday's at the beginning of class**

*Other readings may be distributed by the instructor*