

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

Education/Multiple Subject (EDMS) 511

Elementary Teaching and Learning I

Spring 2004

Tuesday/Friday 10:00 AM-12:45 PM

Instructor: Kimberley A. Woo, Ed.D.
E-mail: kwoo@csusm.edu
Office/phone: 404 University Hall
(760) 750-8515
Office Hours: Tuesday 6:30-7:00 AM,
Thursday 10:00-11:30 AM, and by appointment

Mission Statement of the College of Education, CSUSM

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.

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 introduce preservice candidates to numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to special education;
- to encourage the infusion of technology into curriculums.

Course Objectives

The purposes of this course are threefold:

- to familiarize preservice candidates with general learning theories and 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

- Woo, K., Valadez, G., & Marion, R. (2003). (custom reader). *Elementary teaching and Learning I & II*. Boston, MA:Pearson.
- International society for technology education. (2000). *National educational technology standards for students: Connecting curriculum and technology*. Washington, DC: U.S. Department of Education.
- Choate, J. (2004). *Successful inclusive teaching: Proven ways to detect and correct special needs*. Needham Heights, MA: Allyn and Bacon.
- Villa, R., & Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: ASCD.

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 instructor's ability 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.

January 20 T

Introduction to course

1. Who are we?
 2. SELF Personality learning profile.
 3. “New Social Studies” sorting activity.
 4. Review syllabus and course requirements.
 5. Introduce generic lesson plan format.
 6. Get into small groups and choose educator for 1/27 jigsaw activity (e.g., John Dewey, Jean Piaget, Lev Vygotsky, Howard Gardner, Carol Gilligan, Christine Sleeter, James Banks, Sonia Nieto.)
- ISTE Sections 1 & 2.

January 23 F

Ways of knowing connected to practice

1. Discuss learning styles in small and whole group.
 2. 5-minute lesson teaching in small groups.
 3. Review generic lesson plan format.
 4. Create criteria for on-going practice teaching activities.
 5. Meet in jigsaw activity groups and plan mini-lessons.
- Slavin, R. (2003). *Educational psychology: Theory and practice*. Chapter 8 “Student-centered and constructivist approaches to instruction.”
 - Get a copy of state and/or school district description of grade-level competencies of the grade you are observing.
 - Self-profile of Learning Style (1-2 total pages)
Describe your learning style (1 paragraph). Recall one occasion during which this style proved to be either a strength or weakness in the particular learning environment.
 - Make preparations to teach a 5-minute lesson (to three classmates) on any topic. Bring enough materials for three “students.” This activity will occur in the next class, January 22.

January 27 T

Ways of knowing connected to practice cont.

1. Jigsaw activity with other educators.
 2. Create a chart that summarizes main points of the various educational philosophies.
 3. Discuss positive/negative aspects of organizing information via a chart.
 4. Propose other ways to help organize information.
 5. Review fundamentals of observation.
 6. In groups of 3-4 students, go out onto campus and sketch a place. Note interactions, patterns of movement, and ways the setting influenced interactions.
- Choate, Chapter 1 “Teaching all students: A mandate for educators.”

January 30 F

Structures and procedures that promote learning

1. Quick write--personal memory from experience with group work.
2. Pair share.
3. Share with class.
4. Write on board important considerations when planning for group work.
5. Discuss observations of physical environment in classrooms.
 - Choate, Chapter 2 “Special needs of diverse learners.”
 - Observation of physical environment (Sketch plus 1-2 total pages)
 1. Sketch the physical layout of the classroom (e.g. desks, chairs, windows, doors, blackboard, cubbies, closet, resource storage, bulletin boards, lighting, ventilation, sound etc.)
 2. Discuss one to three aspects about the classroom’s physical environment and ways it/they may positively, negatively (or a mixture of both) influence the context and student performance.

February 3 T

Structures and procedures . . . cont.

1. Brainstorm ways to establish a “safe” classroom environment.
2. Discuss ways in which classroom rules from observation sites promote/hinder classroom “safety.”
3. Distribute and discuss “classroom safety” ideas from Poway district.
4. Debrief Cultural Plunge experiences.
 - Woolfolk, A. (2004). *Educational psychology*. Chapter 11: “Creating learning environments.”
 - Bring a list of classroom rules from the room you are observing.
 - Cultural Plunge (3-5 total pages)
 1. Describe the overall setting of the “unfamiliar” culture (e.g., race/ethnicity, disabilities, gender, sexuality, religious, social/economic) (1-2 paragraphs).
 2. Briefly describe the meaningful interaction(s) an individual(s) from this culture (1-2 paragraphs).
 3. Discuss one-three similarities/differences between the individual’s(s) perspective(s) and your own.
 4. Propose and discuss one to three (see above point) strategies that might be used in learning environments to accommodate these differences.

- February 6 F **Differentiated Design**
***MEET IN COMPUTER LAB TODAY**
1. Introduce “Disabilities Characteristics Matrix” activity.
 2. Begin working on the matrix in class.
 - Slavin, R. (2003). *Educational psychology: Theory and practice*. Chapter 13 “Assessing student learning.”
- February 10 T **Differentiated design cont.**
1. Introduce Universal design concept.
 2. Introduce idea of year-long planning.
 3. Have small groups of students chose pre-packaged “particulars” of their classrooms.
 4. In small groups, have students draft one lesson plan that target their students’ needs.
 5. Role-play and explain accommodations to the whole class.
 - Udvari-Solner, A., Villa, R., & Thousand, J.S. (2002). “Access to the general education curriculum for all.” In J.S. Thousand, R. Villa, & A. Nevin *Creativity and collaborative learning: The practical guide to empowering students, teachers, and families*.
 - Bring a copy of the school calendar from observation site.
- February 13 F **Differentiated design cont.** Beware of black cats today ☺
1. Library field trip (curriculum resources room, education journals). Meet with Gabriela Sonntag.
 - Disabilities characteristic matrix due.
 - Villa, R.A. & Thousand, J.S. Chapters 1-4.
 - While in library, search for a list of, recommendations for, definitions of “professionalism for teachers.” Share findings in the next class.
- February 17 T **Teacher as professional**
1. In small groups review oaths and codes from various professions.
 2. Highlight similarities and differences among professions.
 3. Define “professionalism for teachers.”
 4. As a group, try to compile a list of ten items/aspects of professions/professionalism.
 5. Distribute and review Poway criteria.
 6. Share internet research findings.
 - Choate, Chapter 3 “Basic principles and practices of inclusive instruction.”

- February 20 F **Teacher as professional cont.**
1. Define resume and C.V.
 2. Work in small groups- peer edit resumes
 3. Discuss importance of professional demeanor, attire and grooming.
 4. Discuss the importance of portfolios.
- Choate, Chapter 14 “Implementing detection and correction.”
 - Bring four copies of resumes to class.
- February 24 T **Teacher as professional cont.**
1. Mock interviews
 2. Debrief after each interview
- Come to class in “professional attire”
 - Review California Standards for the teaching profession <http://www.ctc.ca.gov/cstpublication/cstpreport.html>
 - Come dressed in professional attire.
- February 26 Th Hansen symposium
- March 2 T **Reflective practice**
1. Share thoughts on Hansen symposium.
 2. Introduce case analysis approach, a strategy for solution finding.
 3. Practice case analysis techniques in small groups.
 4. Brainstorm ways in which solution-finding process of case analysis can be incorporated into curriculum.
- Sternberg, R.J., & Williams, W. (2002). *Educational psychology*. “Group differences: Socioeconomic status, ethnicity, gender, and language.”
- March 5 F **Reflective practice cont.**
1. Role-play management scenarios.
 2. Debrief and discuss effectiveness. Consider context specifics.
 3. Practice writing scenarios in case study format.
- Choate, Chapter 15 “Instructional management for inclusive classrooms.”
 - Observation of special needs (3-5 pages)
 1. Briefly describe context of observation (1-2 paragraphs).
 2. Briefly describe child and particular special need (1-2 paragraphs).
 - Describe ways in which other students, the teacher, and the setting supported, ignored, and/or negatively impacted this child’s school experience.

March 9 T

Reflective practice cont.

1. *Eye of the Storm* video.
2. Discuss as a class, “Do you feel Jane Elliot’s approach to facilitating personal growth was acceptable for 3rd graders?”
3. Discuss the use of role-playing and simulations.
4. Answer last minute questions related to case analysis process.
 - Villa, R. & Thousand, J. Chapters 5-8.

March 12 F

Wrap-up

1. Complete case analysis in-class.
2. Course evaluations.

(print student's name/ print e-mail)

(home telephone/cell phone)

Attendance/participation (16%)

1/20	_____	2/17	_____
1/23	_____	2/20	_____
1/27	_____	2/24	_____
1/30	_____	2/26	_____
2/3	_____	3/2	_____
2/6	_____	3/5	_____
2/10	_____	3/9	_____
2/13	_____	3/12	_____

Professional demeanor (4%)

_____ (4%)

Individual assignments (40%)

<i>Due Date</i>	<i>Assignment</i>	<i>Grade</i>
1/22	SELF profile	_____ (5%)
1/30	Observation of physical environment	_____ (5%)
2/3	Cultural Plunge	_____ (10%)
2/13	Disability characteristics matrix	_____ (10%)
2/19	Resume	_____ (5%)
3/5	Observation of special needs	_____ (5%)

Group assignment (40%)

3/12	In-class case analysis	_____ (20%)
On-going	Peer teaching	_____ (20%)

Total _____ **(100%)**

EDMS 511 Teaching Dates (Spring 2004, Tuesday/Thursday 7:00-9:45 AM)

<u>Date</u>	<u>Teaching</u>	<u>Snacks</u>
1/20 T	Introduction-Woo	Woo
1/23 F	Woo	½ class
1/27 T	Woo	½ class
1/30 F	*	
2/3 T	*	
2/6 F	*	
2/10 T	*	
2/13 F	*	
2/17 T	*	
2/20 F	*	
2/24 T	*	
2/26 Th	Hansen conference	-----
3/2 T	*	
3/5 F	*	
3/9 T	*	
3/12 F	Wrap up	Everyone ☺