

CSU San Marcos

EDMS 512: Teaching and Learning, II (3 units)

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***COE mission statement.*** 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 quality 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.

*(adopted by COE Governance Community October 1997)*

**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.

**REQUIRED TEXTS:**

Woo, (2003) *Elementary Teaching and Learning*, Pearson Custom Publishing

Senter. (2004). *Custom resource book*

Choate, J.S. (2000). *Successful inclusive teaching, 3d.* chapters 1, 2, 3, 15, 16]

Villa, R. & Thousand, J. (1995). *Creating an inclusive school.*

Websites: Course WebCT site: <http://courses.csusm.edu>

**OPTIONAL TEXTS:**

Senter & Charles. (2002). *Elementary classroom management, 3d.*

Charles. (2002). *Building classroom discipline, 7<sup>th</sup>.*

Elementary Grades Task Force Report. *Elementary Makes the Grade.*

**COURSE OBJECTIVES:** Upon completion of EDMS 512, the teacher candidate will demonstrate understanding of:

1. theory and knowledge gained from CSUSM prerequisite and teacher education coursework and observation/participation experiences in public school settings by applying them to activities and applications in EDMS 512.
2. resources available to teachers and students by investigating and annotating published and Internet resources
3. the organization and process of Student Study Teams (SSTs) for meeting student needs by applying the components of an effective SST to successfully meet the needs of a student.
4. the use and design of Individual Education Plans (IEPs) by designing an IEP to meet the needs of a student.
5. elementary classroom realities and situations affected by the school year and the California state frameworks, standards, and model curriculum guides by designing an appropriate grade level calendar for an academic year.
6. the realities of elementary classroom teaching by preparing and teaching a lesson to students in the field placement setting.
7. parent conferencing by applying appropriate communication and conferencing skills to conference situations.
8. personal beliefs related to teaching by refining the philosophy of teaching.

Additionally, upon completion of EDMS 512, the teacher candidate will:

9. appreciate the complexities of the teaching-learning process and of planning.
10. value the realities and rigors of the teaching profession.

## **EXPECTATIONS AND PROFESSIONALISM**

*Note:* In the interest of length, much of the language regarding the following expectations has been omitted from the EDMS 512 syllabus. Please refer to the syllabus for EDMS 511 for the complete description of each expectation.

Authorization to teach English learners.

Students with disabilities requiring reasonable accommodations.

Teacher education is a professional preparation program, and students are expected to adhere to standards of dependability, confidentiality, academic honesty, and writing achievement.

Regarding attendance

Punctuality

Dependability

Collaboration

Regarding cell phones and pagers. Please turn off phones and pagers or set to vibration before entering the classroom.

Regarding assignments

Regarding Below Standard Work

Regarding Academic Honesty

General criteria for written assignments:

You may use the services of the Writing Center to assist you in producing graduate-level papers. In general, the following expectations apply to all written assignments:

- content quality and clarity: depth and breadth, reflection and insights, scholarly discussion
- writing quality and clarity, including mechanics, spelling, grammar, appropriate language (Continued errors, as well as sexist and/or racist language are inappropriate and unacceptable.)
- appropriate use of respectful, person-first language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”—refer to custom resource book for additional information regarding objections and preferred language)
- overall appearance, completeness, timeliness, and inclusion of cooperative worksheet and/or other appropriate forms
- all assignments, except for in-class work such as quick writes and peer journal responses, are to be typed, double spaced.

<b>General Grading Scale:</b>	A = 100-93%	A- = 92-90%	
	B+ = 89-87%	B = 86-83%	B- = 82-80%
	C+ = 79-78%		

Regarding readings

Regarding activities, assignments, and assessments

All activities, applications, and assessments ask you to apply, analyze, synthesize, and evaluate much of what is covered in this course. Each experience requires very focused attention to specific aspects of the inclusive elementary classroom setting. Some are intended to help you process and build foundational information and understanding. Others will be submitted for review and credit. Refer to custom-printed course *Resource book* and WebCT for specific assignment details and expectations.

The **interview** is intended to help you investigate and confirm what teachers say about teaching realities and student diversity and inclusion in public schools. It also encourages you to examine and consider a veteran teacher’s questions, concerns, and expectations.

*Corrected/Revised EDMS 511 Philosophy.* This revision is to be completed with assistance from the Writing Center.

*Application 6* is an investigation to locate and examine current resources that are available to teachers and students.

For *Application 7* you will develop an Individual Education Plan (IEP) as the next step in the special education process.

*Application 8* is a year-long calendar of intended content and skills intended for one grade level. This activity will be completed and submitted as a collaborative activity.

*Application 9* requires you to videotape yourself so you and peers can analyze your successes and identify things you might do to improve your teaching. For this you may use the same lesson as the one prepared for EDMS 511, Application 2b.

*Application 10* requires you to refine your personal philosophy of teaching. This is a dynamic document that has evolved through the program.

<i>QUICK SUMMARY; GRADED COURSE REQUIREMENTS, EDMS 512</i>		
(nc/ec)	Teacher interview	_____
5 pts	Revision: EDMS 511 Philosophy statement	_____
15 pts	Application 6: Research Investigation	_____
15 pts	Application 7: Individual Education Plan (IEP)	_____
15 pts	Application 8: Year-long calendar	_____
15 pts	Application 9: Teaching Experience	_____
15 pts	Application 10: Philosophy of Teaching	_____
20 pts	Other: attendance, participation, group activities	_____
<b>100 pts</b>	<b>Total possible points for course</b>	_____

### Extra Credit opportunities (maximum 2 pts each event)

- Teacher interview. Interview your field placement cooperating teacher. To earn up to 2 points extra credit, ask *probing* questions and these, along with teacher responses, are written and submitted *along with* personal reflective critique/ reactions to the teacher's responses to the questions. Questions and reflective remarks must clearly show a high level of understanding regarding the elementary setting. (Post to course mail—check due date.)
- Energizer or icebreaker activity. To earn up to 2 points extra credit, create an original energizer or icebreaker activity that can be posted to discussion board after review by instructor. (Post to course mail—check due date.)
- Reflection. Write a reflection (1-2 pages, posted to course mail—check due date) regarding *one* of the following: Jones, History Day, CATE conference, Math Conference, or back-to-school night. To earn up to 2 points extra credit, include a brief summary of the event, *along with* personal reflective critique/reactions to the experience.

### CSUSM program core themes

- Ways of learning and knowing—connected to practice
- Structures and procedures that promote learning
- Differentiated design
- Reflective practice/metacognition
- Teachers as professionals

### 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

### **INFUSIONS:**

**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 [or in course materials] and the competencies covered in this course are highlighted. *(approved 12/9/97)*

**Special Education.** Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusing of special education competencies that reflect inclusive educational practices.

**Technology.** This course infuses technology competencies to prepare our candidates to use technologies, emphasizing use in both teaching practice and student learning.