

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 as they relate to students learning English and students with special education labels;
- 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.

Teacher Performance Expectations (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are primarily addressed in this course:

TPE 6D—Engaging and supporting all learners (IEP)

TPE 9—Instructional Planning (Year Long Plan, Peer Teaching/*Sage*)

TPE 14—Educational technology (Year Long Plan)

These TPEs will be uploaded to TaskStream as part of the course requirements. The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place in your portfolio (more than one per TPE) have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you experience and the TPEs. Your task to write a cogent reflective essay for each TPE on how the artifacts you select provides evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: (a) description, (b) analysis, and (c) reflection.

Required Text

- TaskStream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for 1 year minimum).
- Choate, J. S. (2004) *Successful Inclusive Teaching (4th Ed.)* Needham, MA: Allyn & Bacon.
- Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Marion, Valadez, and Woo (2003). *Elementary Teaching and Learning*. Needham Heights, MA: Allyn and Bacon. (Compiled Reader=CR)
- Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available as an e-book online.)

OPTIONAL TEXTS:

- Charles and Senter. (2005). *Elementary classroom management*, 4th Ed. ISBN: 0-205-41266-1.
- Charles. (2005). *Building classroom discipline*, 8th Ed. ISBN:0-205-41257-2.

EXPECTATIONS AND PROFESSIONALISM

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

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate, recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909.

Students authorized by DSS to receive reasonable accommodations should meet with the instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

“Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

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 a “B”). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students proofread and edit their assignments prior to submission. [To this end, students may be asked to show that staff in the CSUSM Writing Center reviewed their work.] Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult *American Psychological Association (APA) Manual*, 5th edition for citation guidance.

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

- 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.

Regarding assignments. Students are responsible for all assignments. Dates for presentations and written assignments appear on the tentative course calendar in the course materials. Please be prompt with your work. Absences do not affect due dates. Additionally, please keep personal copies of all written work.

Regarding Below Standard Work. Students who earn a grade lower than *B-* on a paper *may* be invited to rewrite it (the instructor will make a note on your original work before it is returned to you). Rewrites are limited to one assignment per student. The rewrite, along with the original work, will be due one week after the original paper is returned to the student. *Note:* Both grades will be averaged; consequently, reworked papers will not be eligible for an *A* grade.

General criteria for written assignments:

Please note assignments are due whether or not you are present in class that day.

While this syllabus and the course calendar are carefully planned, they may be modified in response to the needs and interests of the class.

As stated earlier, 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”)
- 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 feedback to the videotaped teaching experiences, are to be typed, 12 point, double-spaced.

- *EXCEPTIONAL ACHIEVEMENT*, earned by work that is well presented, well organized, insightful, and technically correct.
- *COMMENDABLE ACHIEVEMENT*, earned by impressive and interesting work that is more loosely organized, less insightful, and not as informative as the *Exceptional* work.
- *ADEQUATE ACHIEVEMENT*, earned by work that, while acceptable, does not show good organization or display much critical thinking, insight, involvement, or growth.
- *MINIMAL EVIDENCE OF ACHIEVEMENT*, earned by work that lacks depth and is weak in content, thought, and presentation.
- *NO EVIDENCE OF ACHIEVEMENT*, earned by work that is completely off track, reveals no insights or other redeeming qualities, or is not the original work of the student.

General Grading Scale:	A = 93-100%	A- = 90-92%
	B+ = 87-89%	B- = 80-82%
	C+ = 77-79%	C- = 70-72%
	D = 60-69%	F = below 59%

You must maintain a B average (3.0GPA) with all grades at a C+ or better in your teacher education courses to receive a teaching credential from the State of California.

Regarding attendance: All students are expected to attend all classes and participate actively. College of Education Attendance Policy:

“Due to the interactive nature of courses in the COE [and the value placed on the contributions of every student], all students are expected to [prepare for and] 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.” (Adopted by the COE Governance Community, December, 1997).

Additional expectations/clarification: If a student misses three classes, the highest possible grade earned will be a *C*. Classes will begin on time; consequently, arriving late or leaving early will affect the final grade as well. Generally, no distinction is made between excused/unexcused, and notification of absences does not allow students to assume they are automatically excused from class or making up missed class. If possible, for extenuating circumstances contact the instructor *before* class is missed and make arrangements to make up what was missed.

Note: Attendance will be recorded by the instructor on nametags distributed at the beginning and collected at the end of every class meeting.

Punctuality. Please be on time to class and ready to work, and return promptly from breaks.

Dependability. Come to class prepared to discuss readings and to participate actively in discussions. When involved in group projects, share your resources and accept responsibility and accountability for the final outcome by fulfilling your obligations.

Collaboration. Work together in a supportive and mutually beneficial way.

Regarding cell phones and pagers. As a courtesy to everyone in the class, please turn off phones and pagers or set them to vibration before entering the classroom.

QUICK SUMMARY: GRADED COURSE REQUIREMENTS. EDMS 512

10 pts	Application 1: Teaching Demonstration (Sage)	_____
5 pts	Application 2: Videoclassroom, <i>Dino-quest</i>	_____
15 pts	Application 3: Individual Education Plan (IEP)	_____
20 pts	Application 4: Teaching Experience	_____
20 pts	Application 5: Grade-level calendar	_____
15 pts	Application 6: Philosophy Statement/ Application Letter	_____
15 pts	Other: professional demeanor, participation, class and group activities, attendance	_____
<i>100 pts</i>	<i>Total points for course</i>	_____
<i>Plus extra credit</i>		_____

Regarding readings. Textbook and supplemental readings provide the foundation for class discussions, participation, and assignments. Students will be responsible for and present assigned readings using a structure called *Circle the Sage*.

Regarding activities, assignments, and assessments.

- *Activities*: generally, application experiences done in class.
- *Application and Assessments*: individual and small and large group projects or presentations.

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. Specific assignment details and expectations will be posted to the course WebCT.

Application 1, Teaching Demonstration (10%). Using a structure called *Circle the Sage*, experts will synthesize an assigned chapter from the text or other readings, prepare a one-page chapter overview for notetaking (nonverbal/icons/mind maps are strongly encouraged), and present the overview to the class. Presentations will be limited to 10 minutes.

In addition to TPE 9, this application can be related to TPE 6D and 10.

Application 2, Videoclassroom, *Dino-quest* (5%). After viewing the *Dino-quest* segment on Videoclassroom and reviewing the “lecturette” notes regarding cooperative learning (Kagan) (link and “lecturette” are included in application details), you are to respond to questions that are intended to help you transfer theory into practice.

This application loosely relates to TPE 9.

Applications 3: Individual Education Plan (15%). In order to have a better understanding of the IEP process and how it can be used to support individual students, you will choose from one of three application activities: interview, observation, video synthesis/summary.

This application relates to TPE 6D.

Application 4: Teaching Experience (20%). In order to help you transfer theory into practice, you are to teach a lesson, which you videotape, to a group of students.

Assessment for this application will be based on (a) your short but complete lesson plan, (b) your reflective self critique of your teaching and experience, and (c) the complete application “package” that also includes feedback from two peers.

This application can be related to TPE s 6D, 9, 10, and 14.

Application 5: Grade-level Calendar (20%). This application requires you to consider aspects of planning at their broadest level.

Electronic portfolios are living documents of sorts, and you will maintain yours throughout your teacher-training program. In light of the portfolio concept of collection, selection, reflection, you will add to your electronic portfolio this semester with your reflection and supporting documentation of the calendar/planning application as it demonstrates your understanding of TPEs 9 and 14.

Application 6: Philosophy Statement/Application Letter (15%). This application requires you to revisit your personal philosophy of teaching and imbed it in a letter of application. Your professional educational resume, also a work-in-progress, is to be attached to your letter.

Other Possible Activities for EDMS 512.

- F.A.T. City: Students may view sections of the video *F.A.T. City*, and engage in activities that will deepen their understanding of the challenges of having a learning disability and the potential impact of a disability on a person's schooling and life. The video also is available at the library media reserve desk.
- Questioning skills. Time allowing, students will participate in a series of activities related to questioning skills. To prepare, students are to read *The Velveteen Rabbit*.
- Newspapers in Education (NIE). Schedule allowing, a guest from the *Union Tribune* will share ways to incorporate newspapers into the elementary classroom.
- Share Fair. Students share materials and ideas gathered from teachers in the field and other resources.

Extra Credit opportunities for EDMS 512.

You may earn up to 6 points extra credit by selecting any two of the following options. Submission deadlines are firm. Write-ups are to be sent via course mail (WebCT) by 6:00pm of the due date.

- Teacher interview. Interview a teacher or administrator. To earn up to 3 points extra credit, ask *probing* questions and these, along with the responses, are written and submitted *along with* personal reflective critique/reactions to the responses to the questions. These reflective comments should include a description of how the interview will transfer/help you in your own class setting. Questions and reflective remarks must clearly show a high level of understanding regarding the elementary setting. This will be sent via course mail.
- Reflection. Write a reflection regarding *one* of possible events available during the specific term (for example, History Day, Hansen Symposium, a professional or content area conference, spring open house). To earn up to 3 points extra credit, include evidence of attendance (such as the admission receipt), a brief summary of the event, *along with* personal reflective critique/reactions to the experience. These reflective comments should include a description of how the event will transfer/help you in your own class setting. Remarks (1-2 pages) should clearly show a high level of understanding regarding the event and its relevance to the elementary setting. *Note:* "Evidence" should be given/shown to instructor in class, although remarks are to be sent via course mail.

- *Different Just Like Me* by Lori Mitchell. After reading the children's book, describe specifically how it might transfer to your own classroom/how you will use it with your students. *Expectations:* To earn up to 3 points extra credit, your discussion must clearly show a high level of understanding regarding the message of the book to children in the elementary setting, and describe in detail concrete idea(s) for using the book in the classroom.

Or, if not used for Application 3, you may submit one or both of the following options for extra credit consideration:

- IEP Observation. Write about an IEP that you observe (with permission). *Expectations:* To earn up to 3 points extra credit, include a summary of the event, how the experience aligned with the IEP process we explored in class, and what you personally gained from the experience. Also relay your personal reflections and how the experience will transfer/help you in your own class setting.
- IEP video. Review and "outline" the IEP video (on reserve in the library media center). *Expectations:* To earn up to 3 points extra credit, create a detailed and accurate "outline" of the video information, in words and appropriate visual representations (icons, mind maps, pictures). Also include with a description of how viewing this video will transfer/help you in your own class setting.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	<i>I. The Nature of Culture</i>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second- Language Development	III. Language and Content Area Assessment	<i>III. Cultural Contact</i>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second- language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second- language development	E. Technical concepts	<i>IV. Cultural Diversity in U.S. and CA.</i>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

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

<p><i>Class Norms . . .</i></p> <p>Honor time</p> <p>Take responsibility for Your own learning and comfort</p> <p>Participate actively</p> <p>Honor learning styles</p> <p>Observe “quiet sign,” “quiet signal”</p> <p>Have fun!!</p>

I have downloaded and read this course syllabus and the WebCT resource file materials for <i>EDMS 512</i> , spring 2005.	
_____	_____
Student’s name printed	Spring placement
_____	_____
Signature	Date

CLAD Competencies

<u>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</u>	<u>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</u>	<u>PART 3: CULTURE AND CULTURAL DIVERSITY</u>
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	3. <i>The Nature of Culture</i>
A. The sound systems of language (phonology)	A. <u>Foundations</u>	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)

A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	<i>III. Cultural Context</i>
B. Psychological factors affecting first- and second-language development	B. Methods	<u>A. Concepts of cultural contact</u>
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	<u>D. Limitations of assessment</u>	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution