

**Education/Middle Level Program (EDMI) 512
Elementary Teaching and Learning II (3 units)**

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 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*).

Instructor	Office	Office Hours	Phone	E-mail Address
Ana Hernandez	UH 305	By appointment	750.8507	ahernand@csusm.edu
Erika Daniels, Ed.D		By appointment	436.5615	edaniels@csusm.edu

Class meets @ Woodland Park Middle School M-F 8:45-3:15 pm See Super Syllabi for dates.

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.

Required Texts

- Grant, C. A. & Gillette, M. (2005). *Learning to teach everybody's children: Equity, empowerment, and education that is multicultural*. Australia: Thomson & Wadsworth.
- Tomlinson, C. (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 free through CSUSM ebooks library.)
- Various articles on CSUSM library e-reserves
 - Password: bear
- Register for TaskStream Electronic Portfolio @ www.TaskStream.com (register for 1 year minimum).

Recommended Texts

- Villa, R, & Thousand, J. (1995). *Creating and inclusive school*. Alexandria, VA: ASCD.
- Taking Center Stage

Authorization to Teach English Learners

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. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop

the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all 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. You will be required to formally address the following TPEs in this course:

- TPE 6d – Engaging and supporting all learners (SST, IEP, & Strategy Matrix)
- TPE 9 – Instructional Planning (Long Range and Unit Plan)
- TPE 14 – Educational technology (Long Range and Unit Plan)

Using www.taskstream.com you will upload 2 or more pieces of evidence and write a reflective narrative explaining how you have met the TPE. Each narrative must include a paragraph for each of the following:

- a) description of the what portion of the TPE are you addressing
(Include identification of the pieces of evidence you are presenting.)
- b) analysis of how each piece of evidence meets the expectations of the TPE
(One paragraph on each piece of evidence.) and
- c) reflection of what you learned and how this new learning will make you a highly qualified teacher.

Accommodation for Students with Disabilities

Please discuss your needs with the instructor within the first week of the semester & contact Disabled Student Services. Students must be approved for services by providing appropriate and 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 their 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.”

Plagiarism

All work submitted for this course should reflect students’ efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

Attendance is mandatory.

Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, **students are expected to prepare for, attend, and participate in all classes.** For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student **must attend more than 80% of class time**, or s/he may not receive a passing grade for the course.

After the first absence, each additional absence (or 3 tardies/early departures) will reduce a grade by 10 points (one full grade). For example if a student earns 95 % and is absent 2 times = $95 - 2(10) = 75$ points = C.

A student may negotiate to make up one absence. **Notification of absence does not warrant an excuse.**

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 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. 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.

Grading will include a component (10%) 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:

- 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.

Professional Demeanor

All students are expected to adhere to a professional code of ethics. Be at class on time and prepared with assignments and readings. Participate fully in small group and large group discussions and tasks. Use computers during class time only for note taking or directed tasks. Do not use computers for personal tasks, checking of email, instant messaging, etc except during breaks. Be respectful to peers and instructors and demonstrate a willingness to help all students be successful.

Course Assignments

Unit Plan	30 points
Philosophy Statement/Letter	20 points
TaskStream Submissions (TPEs 6d, 9 & 14)	15 points
Strategy Matrix	25 points
Professional Demeanor	10 points

Total **100 points**

Grading Scale

A= 90-100 B=80-89 C= 70-79 D=60-69 F=59 or lower.

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

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

Course Outline
(Timeline Subject to Change pending "Teachable" Moments)

Date	Topic	Assignment
Session 1 Jan 22 PM AH	Semester Overview Community Building – Class Jobs Review TPEs Brainstorm topics	Bring: Ideas to share from beginning student teaching that were effective for instruction, management, or discipline.
Session 2 Jan 25 AM AH	Effective teaching strategies Address students' needs/topics	Read: Tomlinson chapters 1, 2
Session 3 Jan 26 PM ED	Unit Planning Assignment	Read: G/G chapters 4, 5; BASE article (Hawbaker et al); and "More than one project" (Hickey)
Session 4 Jan 30 PM AH	Effective teaching strategies	Read: Tomlinson chapter 5
Session 5 Feb 2 PM AH	Classroom Management	Read: Tomlinson chapters 4, 9 G/G chapter 3
Session 6 Feb 6 PM ED	Unit planning workshop	Re-read: Tomlinson chapters 1-5 Bring: All unit work from social studies and science
Session 7 Feb 8 AM AH	Groupings Learning styles	Read: Tomlinson chapters 7, 8, 9
Session 8 Feb 8 PM ED	IEP, SST, SPED	Read: Tomlinson chapters 7, 8, 9
Session 9 Feb 13 AM AH	Philosophies of teaching and learning Letter of application and resume workshop	Read: G/G chapter 8
Session 10 Feb 15 PM ED	IEP, SST, SPED	Due: Philosophy letter of application Read: G/G chapter 10
Session 11 Feb 20 PM ED	Strategies matrix workshop	Bring: Any work on special ed strategies
Session 12 Feb 23 AM/PM AH AT CSUSM	All day unit planning at CSUSM with Janet	Due: Strategies matrix Bring: All unit plan work
Session 13 Feb 27 PM ED	Observations as assessments Taskstream workshop	Bring: Drafts of TPE statements
Session 14 Mar 6 PM ED	Motivation	Due: Unit plan Read: "Understanding keys to motivation" (McCombs); "Failure-syndrome students" (Brophy); "Developing motivation" (Dweck); "Challenging and engaging" (Stowell/Daniels)
Session 15 Mar 13 PM AH/ED	Sharing CLMS activities Closing	Due: TPEs uploaded to Taskstream by March 19 Read: G/G chapter 12

Philosophy Statement/Letter Application 20 Points Due: February 15, 2007

Learner Objectives: Refine personal philosophy of teaching and create a letter of application
Product: Word processed philosophy of teaching statement letter.

Checklist for Philosophy Statement/Letter of Application

Paragraph One & Four

- _____ Did your introduction cover the following:
- Identify position you are seeking and your credential qualifications
 - Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). Refer to your successful district, school, and classroom experiences.
 - How do your philosophy, curriculum, instruction, and management approaches create a democratic and socially just classroom?
 - Why are you a strong candidate for this position?
 - Why are you interested in this job?

Paragraph Two

- _____ Did you identify your belief about curriculum and provide an example?
- _____ Did you identify your belief about instruction and provide an example?
- _____ Did you identify your belief about classroom management and provide an example?
- _____ Did you identify yourself (race, class gender, ability, sexuality...)?

Paragraph Three

- _____ Did you identify the students you are prepared to teach?
- _____ Did you identify how these identities between you and your students are either similar or different and what you do to connect with your students based on these similarities or differences in order to help your students learn?

Organization & Preparation

- _____ Did you keep your paper within the 1 page limit?
- _____ Did you connect to educational theory?
- _____ Are all of your drafts and comments from peers and instructor included in this submission?
- _____ Are all words spelled correctly? Is all grammar and punctuation correct?

_____ Total Points

20

Philosophy Paper/Letter of Application Writing Guide**Paragraph 1: Letter Introduction**

1. Identify position you are seeking and your credential qualifications
 - Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). Refer to your successful district, school and classroom experiences.
 - How do your philosophy, curriculum, instruction and management approach create a democratic and socially just classroom?
 - Why are you a strong candidate for this position?
 - Why are you interested in this job?

Paragraph 2: Belief Enactment

Identify how you create a democratic/socially just classroom/equitable/inclusive - learning environment for your students through your curriculum, instruction and management approach.

Name a belief you have about curriculum. Give 1-2 examples of what you do when you pick out curriculum that exemplifies this belief.

Name a belief you have about instruction. Give 1-2 examples of what instructional strategies you use that exemplify this belief.

Name a belief you have about classroom management/discipline. Give 1-2 examples of what you do that exemplifies this belief and creates a classroom that is safe and promotes learning for all.

Identify how these three approaches used together will enable you to meet all students needs.

Paragraph 3: Personal Pedagogy

Name 5-10 characteristics that address your identity	examples	Name 5-10 characteristics that address your students' identities
	race/ethnicity nationality socioeconomic class (free or reduced lunch) gender language ability sexuality geography age...	

Pick an identity you and your students have in common.

Your identity	Your students' identity

Our similar identities can be tools to help us connect with students and to support learning. How do you connect with your students using your similarities? Pick one example from your teaching experience.

Our differences often can be obstacles in learning, but they do not have to be. We do not need to be of the same identities of our students to be an effective teacher and to support all students to learn. We just need to use strategies that help us turn the obstacles into tools. Pick an identity you have that is different from your students.

Your identity	Your students' identity

What actions do you take to still connect with students with this identity even though you are different from one another? Pick one example from your teaching experience.

Paragraph Four: Closing

Restate your desire to fill the position and your qualifications.

Thank them for their time and consideration.

Strategy Matrix**25 Points****Due: February 23, 2007**

Learner Objectives: Knowledge of U.S. special education disability categories, accompanying learner characteristics, and needed supports for success in general education

Product: Strategies matrix

Task Guidelines for the Strategy Matrix

Work independently or with a partner to apply your knowledge of the categories of disability recognized by the Individuals with Disabilities Education Act (IDEA). Create a visual representation (table, graphic organizer, or other) of the 13 special education categories covered under IDEA, along with 3 covered under ADA for a total of 16. Your table must take the form of a word-processed table or an Excel chart, or any other organizational scheme, that clearly illustrates each of the following seven dimensions:

1. The name of the handicapping condition
2. A brief description of the learning and/or social behaviors associated with the category label
3. One assessment appropriate to use to determine the presence or degree of the category label
4. One typical adaptation/modification in **curriculum, materials, goals (content)**
5. One typical adaptation/modification in **classroom environment (process)**
6. One typical adaptation/modification in **teaching practices (process)**
7. One typical adaptation/modification in **assessments** required of the student (**product**)

Suggestion: Consider using the landscape paper layout (File>Paper Size>Orientation: click Landscape), and having only 3 or 4 categories listed per page. This will give you adequate space to include all of the dimensions listed above.

Unit Plan 30 points Due: March 6, 2007

This assignment will be in coordination with your Social Studies and Science methods courses. All 3 instructors will grade this assignment. The instructors for EDM512 will focus on the differentiation strategies and look at how you plan for engaging and supporting all learners.

Learner Objectives: The student will demonstrate understanding of curriculum content, motivation strategies, and effective teaching strategies through the creation of an integrated unit plan.

Product: The student will write a unit plan that incorporates the following elements:

- language arts lessons
- science lessons
- social science lessons
- a field trip
- assemblies and special programs (DARE, etc.)
- formative and summative assessments
- multiple intelligence strategies
- differentiation strategies
- technology for student use
- technology for teacher use in instruction
- technology for assessment (electronic grade books, rubrics, etc.)

The calendar will integrate a schedule of events from “real” schools. The student will also specify plans for differentiated instruction and special needs instruction.

Task Guidelines for Planning Calendar

Step One: You will create an integrated unit plan for this assignment. On the assigned day, bring the following artifacts to complete your assignment: a school calendar from your observation placement (see school website), a calendar grid or published planning book, and your social science and science unit plans.

Step Two: On the assigned day you will be completing your plan with the assistance of the instructor a group of three to four members. Referring to your school calendar, you will first need to block out times in your plan book for holidays, assemblies, special programs, in-service days, etc. You will then plan your curriculum into manageable blocks of time in your calendar grid or lesson plan book. The amount of time you select to cover the various content areas is dependent upon your district and/or school standards. For example, if your district mandates two hours of language arts instruction per day you must plan accordingly. You will need to provide evidence of these criteria in your finished calendar grid.

Your plan will necessarily be an integrated plan that uses Universal Design and Backward Design principles. That is to say, it will be necessary to teach science and social science throughout the day as part of your literacy instruction.

You will write out all of the California state standards you will cover during the unit. Place these standards in an easily visible way so that anyone will see them. Standards should be organized using “themes” or “big ideas.” Your plan must also include multiple intelligence strategies for special needs and second language students as part of differentiated instruction.

Checklist for Unit Plan

The following checklist will help you create your three month plan. Does your plan include:

1. A description of your classroom context- student population, grade level, local community, etc.
2. Strategies for special needs students
3. Strategies for second language learners
4. Strategies for advanced/gifted learners
5. Strategies for multiple intelligences
6. A planning grid
7. Technology components- assessment, instruction, student use

Note: All components are to be typed.

TaskStream 15 points Upload by March 19, 2006

1. Please post evidence of your learning on TaskStream for TPEs 6d, 9, & 14.
2. Write up a 3 paragraph narrative for TPE 6d, 9, & 14:

1. Describe the evidence.
2. Analyze the evidence
3. Reflect on the evidence

What did you learn?

How will this new learning make you a highly qualified teacher?

Each TPE will either be “completed” thus earning 5 points or “incomplete” thus earning 0 points.

TPE 6d – Engaging and supporting all learners (Strategy Matrix)

TPE 9 – Instructional Planning (Long-Range Unit Plan)

TPE 14 – Educational technology (Long-Range Unit Plan)