

California State University San Marcos
College of Education

**EDMS 511: Elementary Teaching and Learning I
Differentiated Design for All Students**

Fall 2003: CRN 42262

Monday/ Thursday 11:30 to 2:15 3 Units

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Or by Appointment

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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:

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.

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 is met through the infusion of content and experience within the Multiple Subject Program, as well as additional coursework.

PREREQUISITES: Admission to the Multiple Subject Credential Program.

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. 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 WEB SITES:

1. Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Woo, Valadez, Marion (2003) Custom Reader
3. Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.
4. Websites: Course WebCT site: <http://courses.csusm.edu>

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

TEACHER PERFORMANCE EXPECTATIONS:

Candidates for the Multiple Subjects Credential will:

1. make multiple subject matter comprehensible to all students by planning and designing instruction that reflects an understanding of the state-adopted academic content standards (TPE 1)
2. monitor and support student learning during instruction (TPE 2)
3. use, interpret, and give feedback on formal and informal assessment measures (TPE 3)
4. make content accessible to all learners (TPE 4)
5. ensure the active and equitable engagement of all students in the learning process (TPE 5)
6. employ developmentally appropriate teaching practices to all learners (TPE 6a-d)
7. demonstrate knowledge and understanding of theories, principles, and instructional practices for teaching English language learners, and employ linguistically appropriate teaching practices for English learners (TPE 7)
8. demonstrate the ability to identify and design effective instruction for the needs, abilities, and development of all children and adolescents (TPE 8)
9. demonstrate the ability to use collaboration, referral (e.g., Student Study Team) and referral processes (e.g., IEP, ITP) to ensure the development of appropriate instruction for learners with unique learning characteristics (TPE 9 and TPE 12)
10. plan and design learning experiences for children and adolescents that include goals, strategies, activities, materials, and use of technology, that coordinate effectively with academic content and the needs, abilities, and development of all children and adolescents (TPE 9)
11. demonstrate the ability to create, maintain, and reflect upon effective environments for student learning by designing a unit plan that includes authentic reference to effective instructional time allocation and instructional time management (TPE 9 and TPE 10)
12. demonstrate the ability to maintain effective social environments for student learning by including positive behavior supports and addressing social and emotional development of students in a classroom management plan (TPE 11)
13. develop as a professional educator by demonstrating their knowledge and understanding of the professional, legal, and ethical obligations of the teaching profession (TPE 12 and TPE 13)

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

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS:

- Attend all class sessions, be on time, stay for the entire session, and contact the instructor and your class buddy when you must miss all or part of class.
- Use “person-first” language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”).
- Word process and keep copies of all written work (for use as professional portfolio entries).
- 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 let the instructor know.
- Any time you have questions or concerns, please contact your instructor immediately.
- Participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.

SEMESTER ONE REQUIREMENTS:

- Introduction
- Ways of knowing – connected to practice
- Structures and procedures – Setting up a classroom
- Differentiated Design – Elements of a lesson (plan)
- Reflective Practice – Meta-cognition
- Teacher as Professional – Demeanor/CA Standards for the Teaching Profession

Schedule for Class (Subject to Change)

Date	Topic	Due
September 4 S/B	Introductions, Syllabus, Diversity Dynamic, Learning Styles	Purchase texts, Secure CSUSM email account
September 8 B	Theme 1 Peer Teaching #1 5 min. lessons Intro to lesson plans	5 minute lessons C.R. (Ch.8) pp.254-269
September 11 S/B	Theme 1 Peer Teaching #2 IDEA Inclusive Education	V.T. pp.1-27 C. pp.1-17
September 15 B	Theme 1 Peer Teaching #3 Educational Philosophies Jigsaw/Chart	C.R. pp. 270-289
September 18 S/B	Theme 2 Peer Teaching #4 Rules	C.R. pp.394-407 Bring List of Classroom Rules
September 22 B	Theme 2 Peer Teaching # 5 Physical Environment	C.R. pp. 408-429 Bring sketch of classroom arrangement
September 25 S	Theme 2 Peer Teaching# 6 Peer Support Cooperative Learning	V. T. Chapter 5
September 29 B	Theme 3 Peer Teaching # 7 Differentiating Instruction	C.R. (Ch. 13) pp. 456-479
October 2 B	Theme 3 Peer Teaching #8 Universal Design	C.R. (Ch.13) pp. 479-513
October 6 B	Theme 3 Peer Teaching #9 Universal Design Lesson Plan Writing	C.R. (Ch.7) "Access to General Ed Curriculum for All" pp.85-103 Lesson Plan Draft
October 9 S/B	Theme 3 Disability Matrix	Lesson Plan Bring Choate
October 13 B	Theme 4 Peer Teaching #10	C.R. (Ch. 6) pp. 191-214
October 16 S/B	Theme 4 Peer Teaching # 11	Cultural Plunge Assignment C.R. (Ch 6) pp. 214-229
October 20 B	Theme 5 Oath Resumes	Bring Draft of Resume Observation Report of Student
October 23 B	Theme 5 Case Analysis Mock Interviews	