

California State University San Marcos
EDMS511: Elementary Teaching and Learning 1 – Differentiated Design for All Students
Fall 2002

Instructors: *Maureen Reilly Lorimer, M.A.*

Jacqueline Thousand, Ph.D.

Office Phone: (760) 750-8230

(760) 750-4022

Office Location: UH 321B

UH2

Office Hours: Tuesday 11:00 – 12:00 and by appointment

Email: mlorimer@csusm.edu

jthousan@csusm.edu

Fax: (760) 750-3352

Mission State 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

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.

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.

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.

Themes

The following themes are emphasized throughout the course:

- 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. 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:

- (TPE 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 2). Monitor and support student learning during instruction
- (TPE 3). Use, interpret, and give feedback on formal and informal assessment measures
- (TPE 4). Make content accessible to all learners
- (TPE 5). Ensure the active and equitable engagement of all students in the learning process
- (TPE 6). Employ developmentally appropriate teaching practices to all learner (a-d)
- (TPE 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 8). Demonstrate the ability to identify and design effective instruction for the needs, abilities, and development of all children and adolescents
- (TPE 9). Demonstrate the ability to use collaboration, pre-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 (also TPE 12)
- (TPE 9). 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). 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 (also TPE 10)
- (TPE 11) 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 12) Develop as a professional educator by demonstrating knowledge and understanding of the professional, legal, and ethical obligations of the teaching profession (also TPE 13).

College of Education 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.

Course Requirements

- Attend all class sessions, be on time, stay for the entire session, and contact the instructor and your class partner when you must miss all or part of class.
- Word-process and keep copies of all written work.
- 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 notify the instructor. Grades on assignments will be lowered by 10% for each day the assignment is late. After one week, the assignment will not be accepted.
- Read and understand the university policy on plagiarism.
- Participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates, instructor, and guests.

Assignments

Specific guidelines for all assignments will be provided by the instructor

➤ Attendance and Participation	40 points
➤ Reading Reflections – (7 @ 5 points each)	35 points
➤ Goals of Education / Philosophy Statement – <i>due September 5</i>	10 points
➤ Cultural Plunge – <i>due September 12</i>	25 points
➤ Diversity Questions – <i>due September 26 & October 3</i>	30 points
➤ Case Analysis – <i>due October 10</i>	50 points
➤ Universal Design/Access – <i>due October 17</i>	30 points
➤ Disability Characteristics Matrix – <i>due October 22</i>	30 points
➤ Observation Report – <i>due October 24</i>	50 points
	300 points

Grading Scale

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	Below 59%

Expectations

Students must come to class prepared to discuss required readings, submit required assignments, and participate in class activities. Teacher education is a professional preparation program, and students will be expected to adhere to standards of dependability, confidentiality, and writing achievement.

If you miss two class sessions, or are late (or leave early) for more than three sessions, you cannot receive a grade of A. If you miss three class sessions, you cannot receive a grade of B.

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

SESSION	TOPIC	READINGS	ASSIGNMENT
Sept. 3/T. Sept. 5/TH.	<ul style="list-style-type: none"> Cohort Introduction/Course Overview Arts Infusion – The Arts are Essential Introduction to Themes <i>Review Requirements for all readings, assignments, and projects</i> California Standards for Teaching 	“Reclaiming our Youth” Article	“Goals of Education” DUE <i>(Revisit Philosophy of Ed.)</i>
Sept. 10/T Sept. 12/TH	Theme: Structures and Procedures That Promote Learning <ul style="list-style-type: none"> Building community Classroom climate and culture 	<i>McEwan: pgs. 24-46, 96-119, 120-143</i> <i>Choate: Ch. 1, 2, 3 & 5</i>	Reading Reflection #1 Cultural Plunge DUE
Sept. 17/T Sept. 19/TH.	<ul style="list-style-type: none"> Organizing for Instruction Learning Environment Defining Classroom Achievement Targets <i>Artful Ways of Managing Your Classroom</i> 	Charles/Senter: pgs. 33-46 Stiggins: pgs. 85-112 Choate: Ch. 14	Reading Reflection #2
Sept. 24/T Sept. 26/TH.	Theme: Ways of Knowing Connected to Practice <ul style="list-style-type: none"> Cognitive Development I: Piaget & Vygotsky <i>Arts and Learning</i> 	McDevitt: pgs. 109-150 <u><i>Thousand: Ch. 7</i></u>	Reading Reflection #3 Diversity Question #1 DUE
Oct. 1/T Oct. 3/TH.	<ul style="list-style-type: none"> Cognitive Development II: Cognitive Processes Multiple Intelligences <i>Using the Arts as a vehicle for instruction</i> 	McDevitt: pgs. 151-198 Choate: Ch. 4	Reading Reflection #4 <i>Diversity Question #2 DUE</i>
Oct. 8/T Oct. 10/TH.	Theme: Differentiated Design <ul style="list-style-type: none"> Teaching for Understanding Inclusive Education Learner Centered Classroom <i>Arts and Literacy</i> 	<i>Wiggins/McTigbe: pgs. 1-62</i> <i>Choate: Ch. 5</i> Thousand: pgs. 125-135	Reading Reflection #5 Case Analysis DUE
Oct. 15/T Oct. 17/TH.	<ul style="list-style-type: none"> Individual and Long Range Planning – begin work on Academic Year Calendar <i>Using the Arts: Idea Generation Chart</i> <i>Planning an Arts Based Thematic Unit</i> 	<i>Morrison: pgs. 63-87</i> <i>Thousand: pgs. 89-107</i> <u><i>Thousand: Ch. 5</i></u>	Reading Reflection #6 Universal Design/Access DUE
Oct. 22/T	Theme: Reflective Practice <ul style="list-style-type: none"> Reflection Social action Inquiry <i>Arts Legacy Project: Where we’ve been, where we’re headed</i> 	Gollnick: pgs. 36-75, 124-159, 196-239 <i>Campbell: pgs. 46-49, 57-94</i>	Reading Reflection #7 Disability Characteristics Matrix DUE
Oct. 24/TH	Theme: Teacher As Professional <ul style="list-style-type: none"> Portfolio sharing and Reflection 	CSTP Document	Observation Report DUE Bring portfolio to class

Please note: Throughout the semester handouts and other specialized readings will be distributed in class for discussion and reflection.