

California State University San Marcos  
College of Education

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

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**Mission Statement of the College of Education**  
**Cal State San Marcos**

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.

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.

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS) in Craven Hall 5205 at 760-750-4905 or TTY (760) 750-4909. Eligible students may contact John Segoria during his office hours or in a more private setting in order to ensure confidentiality.

**Prerequisite:** Admission to the Multiple Subject Credential Program.

**Course Description**

This collaboratively designed course, first in a two-semester sequence, is an introduction to the teaching and learning of all students. The course is built upon the principles of the Mission of the College of Education: diversity, educational equity and social justice, reflective teaching, and lifelong learning. General education, special education, and technology standards, as well as cross-cultural, language and academic development (CLAD) competencies are infused throughout the course. Class participants will use web-based components of the curriculum and observe / participate in public school settings.

Five themes frame the curriculum for both courses in the sequence, with increasing depth and complexity across the year:

- Ways of Learning and Knowing-Connected to Practice
- Structures and Procedures that Promote Learning-Setting up a Classroom
- Differentiated Design-Elements of a lesson plan
- Reflective Practice-Meta-cognition
- Teachers as Professionals-Demeanor/CA Standards for the Teaching Profession

### **Required Texts and Web Sites**

1. Choate, J. S. (2000). *Successful inclusive teaching: (3<sup>rd</sup> 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. ISTE: National Educational Technology Standards for Students

### **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

### **California Teaching 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. Absences and late arrivals/early departures will affect your final grade. If you miss two class sessions you cannot receive an A. If you miss three class sessions you cannot receive a grade of B. Late to class or leaving early constitutes an absence. Should you have extenuating circumstances, please contact the instructor as soon as possible.

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

### **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 (12 font) 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.
- Maintain a portfolio for this class that contains evidence of your performance for all assignments and class reflections.
- Include in your portfolio a revised draft of the Philosophy of Education that you presented in your Education 350 course. If you have not written a Philosophy of Education, now is the time to write your first draft for your portfolio.
- Maintain a reflective professional journal that clearly shows your understanding of concepts presented and the connections that you have made to your professional practice. Opportunity for journal entries will be provided in class. Reflections will be collected at least once a week for instructor feedback.
- Observe/participate in a classroom. If you are assigned to classroom, you will have this experience once a week. If you arrange your own observations, you must observe for a total of 15 hours.

### **Performance Assessment Events**

- **Observation Report: Children at Play.** Observe children in a naturalistic play setting (e.g. park, recess, beach).
- **Observation of Student with Special Learning Needs.** Observe in multiple public school settings, with recommendations for appropriate accommodations.
- **Cultural Plunge.** Experience an unfamiliar environment and connect the experience to your professional practice.
- **Catastrophic Event Case Study.** Understand the teacher's role when a catastrophic event affects the school community.
- **Inclusion Interview Response.** Formulate convincing argument regarding questions and concerns about the education of diverse learners in general education.
- **Lesson Plan Design and Presentation.** Design a lesson plan based on universal access that reflects appropriate assessment and technology. Present the plan to peers. This will be specifically outlined in class.

### **Assignment Values**

- |  |           |
|--|-----------|
| • Observation Report: Children at Play               | 10 points |
| • Observation of Student with Special Learning Needs | 20 points |
| • Cultural Plunge                                    | 15 points |
| • Catastrophic Event Case Study                      | 15 points |
| • Inclusion Interview Response                       | 10 points |
| • Lesson Plan  | 20 points |
| • Presentation                                       | 10 points |

**Late work/revised work will be accepted only in the class session following the return of the assignment. Revised/late work can only receive the following maximum points:**

<b>Original Score</b>	<b>Maximum points for revised or late work</b>
20 points	15 points
15 points	12 points
10 points	7 points

### **CLAD Competencies Addressed in this Course**

- \*Test 1, II, B1- (Language Structure and First-And Second-Language Development) Theories and Factors in L1 and L2 Language Development. Psychological factors affecting L1 and L2 Development.
- \*Test 2, I, A4 - (Methodology of Bilingual, English Language Development and Content Instruction) The relationship between teacher expectations and student achievement.
- \*Test 2, I, C2 - Classroom organization
- \*Test 2, II, A – (Theories and Methods for Instruction in and Through English) Teacher delivery for both English language development, and content instruction.
- \*Test 2, II, C – Approaches with a focus on content area instruction (SDAIE)
- \*Test 2, III, A & B-C- (Language and Content Area Assessment)-Purpose, Methods and State Mandates
- \*Test 2, III, D1, D2b, D2c, 3, E-Limitations of Assessment
- \*Test 3, II, A4 - (Culture and Cultural Diversity) Manifestations of Culture: Learning about Students-Learning Styles
- \*Test 3, II, B & C - How teachers can learn about their students & How teachers can use what they learn about their students (culturally responsive pedagogy)
- \*Test 3, III, C & D - (Cultural Contact) The dynamics of prejudice and strategies for conflict resolution.

**SB 2042-AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	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	<b>II. Manifestations of Culture: Learning About Students</b>
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
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	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	<b>III. Cultural Contact</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
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	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution
		<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Observation of Children at Play  
EDMS 511

**Learner Outcomes:** Students will be able to understand the importance of developmental learning theory and how it connects to their practice.

**Assessment:** Word-processed reaction to the experience.

- Introduce the setting and the ages of the children.
- Describe the interactions/play you have observed.
- Evaluate the developmental levels of the children based on your understanding of the theories proposed by Piaget and Vygotsky.
- Elaborate on your evaluations, providing sound connections to your reading. Through your specific observations, show your reader how you came to your conclusions.
- Conclude your observation with your reflection concerning what value the knowledge of theory provides for a teacher's practice.
- The paper should be well organized according to its purpose and edited.
- The paper should be a maximum of two pages.

<b>Resource(s):</b>	<b>Title and necessary information:</b>
Textbook/pages Course Reader	Cognitive Development 1: Piaget and Vygotsky

**Activity Description:**

1. Review the chapters thoroughly to guide you in your observation.
2. Observe children at play, including any unstructured time such as lunch, snack time or recess. The total time of your observation should be at least 30 minutes
3. This is not a time to react in writing to what you are observing. Focus on the behaviors you see and the comments you hear. It is important to be as specific as possible, even writing down comments verbatim. Specificity adds to the power of an observation.

Note the age of the child(ren), but do NOT identify the specific school or teachers by name. Use pseudonyms. If any of the children you are observing have special learning or social/behavioral characteristics that affect the level/quality of play, be sure to note that as well.

## Infusion Interview/Response

**Learner Outcomes:** Synthesizes information regarding best practices in inclusive and multicultural education to formulate convincing and cogent arguments regarding questions and concerns about the education of diverse learners in general education

**Assessment:** Word processed response to two of the three interviews regarding the education of diverse learners in general education.  
**Include:**

- The issues presented by your colleagues and the responses you generated. These responses should reflect the knowledge gained from your reading.
- Your reflection on the experience describing what you learned about attitudes/feelings toward inclusion.

<b>Resource(s):</b>	<b>Title and necessary information:</b>
Textbook/pages	Villa, R. A. & Thousand, J. S. (1995). <u>Creating an inclusive school</u> . Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 7

### **Activity Description:**

After reading Chapter 7 from the Villa and Thousand Creating an Inclusive School text,

1. Interview 3 colleagues, posing either of the following questions:
  - a. "What are your greatest questions, concerns, or objections about the education of students with disabilities and students with other language and learning differences in general education?"
  - b. "What are the greatest questions, concerns, or objections you hear about the about the education of students with disabilities and students with other language and learning differences in general education?"

Simply record the questions and concerns and thank them for their candidness. This should take but a few minutes.

2. Select two of these questions, concerns, or objections to which you will formulate a response that will be a cogent and convincing argument for the participation of students with disabilities and language and learning differences in school and community. **It is important that the question/concern is NOT a paraphrasing of any of the 16 Questions that appear in Chapter 7.** This activity is intended to be an exercise in analyzing questions for underlying concerns and synthesizing information to formulate thoughtful responses of your own. You may use any of the resources you have, including Internet sites, to assist you in formulating your response.
3. For each of the two questions, concerns, or objections, write a 1 to 2-page response that you consider to be both a cogent and convincing argument for the participation of students with disabilities and language and learning differences in the school and community.
4. Bring your questions and responses to class and be prepared to present the issues presented to you and your response.
5. Write a brief reflection discussing what you learned about your own beliefs and concerns as well as the beliefs and concerns of your colleagues.

**Cultural Plunge**  
**EDMS 511**

**Learner Outcomes:** Students will be able to understand the challenge of feeling successful in an unfamiliar setting/culture through direct, meaningful participation in the setting/culture of their choice.

**Assessment:** Well written, well edited word-processed reaction to the experience. (2 pages)  
Introduction should include:

- Description of the overall “unfamiliar” setting and culture (1 paragraph)
- Description of the meaningful interaction(s) with an individual(s) from that setting/culture (1 paragraph)

The body of the paper, in multiple paragraphs, should include:

- A discussion of one to three similarities/differences between the perspectives held by those for whom the setting/culture is familiar and your own.
- A reflection on your feelings of “unfamiliarity” and some conclusions you have drawn about the parallel situations in which your students may also experience those feelings in your classroom.

Conclude your paper with:

- A proposal for teacher action in the classroom. Discuss in detail the strategies you might use to diffuse students’ feelings of “unfamiliarity” or “left out”.

<b>Resource(s):</b>	<b>Title and necessary information:</b>
Textbook	Campbell 2 and 3 Gollnick 2, 4, and 6

**Activity Description**

1. Consider what constitutes a feeling of “unfamiliarity.”
2. Define an unfamiliar experience for yourself. Focus on environments and situations that are different from your customary experience.
3. Anticipate opportunities for meaningful interactions within the unfamiliar environment/situation/culture.
4. Research the details (e.g. address, phone, date, time, attire, specific behavioral and/or expectation associated with the experience) that are appropriate for your interaction within the unfamiliar setting.
5. Take the plunge! Experience the unfamiliar through a meaningful interaction.



**Observation of Student with Special Learning Needs in Multiple Public School Settings, with Recommendations for Appropriate Accommodations**

**Learner Outcomes:**

1. Ability to apply knowledge of professional observation skills in an authentic setting.
2. To become more knowledgeable about major disability characteristics and strategies for accommodating those differences in the classroom.
3. To understand the legal and ethical responsibilities regarding issues of students' and family's rights of confidentiality and privacy.

**Assessment:**

A 3-4 page paper will be written using professional observation skills to identify major characteristics of the learning and social behaviors of typical and atypical students; identification of appropriate curricular, instructional, environmental, and assessment modifications and accommodations for children with special needs; and application of legal and ethical responsibilities regarding confidentiality and the privacy of students and families by:

- Observing a child with special needs in both regular and special settings at a public school
- Following a specified format to write a structured observation report that includes observed behaviors, information typically found in a child's records, and knowledge gathered from talking to the child's teacher(s)
- Making recommendations for supporting the child to be successful in school, based upon data gathered and knowledge of typical and atypical learning and social behaviors.
- Using the resources listed below to guide the writing of your paper.

<b>Resources</b>	<b>Title and necessary information:</b>
Textbook/pages	Choate, J. S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs (3<sup>rd</sup> ed.)</u> Boston: Allyn and Bacon (ISBN 0-205-30621-7) Chapters 1 - 3
Supplemental Print Materials (Forms)	Principal Letter Parent Permission Forms (in English or Spanish)
Internet sites:	<a href="http://courses.csusm.edu">http://courses.csusm.edu</a> (currently EDUC 501: Assignments: Observation Report Observation Report Protocols)

**TASK GUIDELINES**

1. Observe in your assigned student teaching school.
2. Observe a child who you do not know personally, one who is not in your own class. The goal is to be an unbiased, objective observer. Objectivity is critical to a valid observation.
3. Observe a learner with special learning or social/behavioral characteristics (e.g., eligible for special education, eligible for Gifted and Talented services, the "invisible" child, an English language learner). The course instructor(s) will assign the "type" of learner you are to focus upon.
4. Observe in at least two settings. One setting should be the general education classroom. Another situation might be the playground, the Resource Room, art, music, or any other environment outside the general education classroom.
5. You do not need to spend an entire day observing. The total time of your observation can be between one to two hours.

6. It is NOT required that you see the child's records. Records are confidential, and you might not be able to get permission to see them. If you are able to see the child's records, it will enrich your experience.
7. Remember to keep all information about the student absolutely confidential. Confidentiality is the LAW! Use pseudonyms (false names) for the learner, the learner's teacher, and the school. Do NOT discuss specific details of your observation with ANYONE.
8. You are not required to observe an IEP meeting or an SST meeting.

### **Suggested Observation Report Format**

#### **PART I**

(In Part I of your report, please do not use any judgmental statements or opinions. Use only objective descriptions )

Child's name: (pseudonym)

Your name:

C.A.: (chronological age)

Observation Times/Dates:

Grade: (current placement)

#### **Background Information from Cum folder**

- Include preschool and school history available to you.  
(Remember, do NOT identify the specific school or teachers by name. Use pseudonyms.)
- Include health issues - allergies, diagnosed ADHD, wears glasses, etc.
- Include known family information - siblings? - members of household?
- Has there been an SST conducted for the child? Does the child have an IEP? Has the child been referred for testing?
- How has the unique needs of the child impacted success/progress in school?
- Include absence/tardiness concerns, if any; previous teachers' comments

#### **Placement:**

To what grade and/or what special program(s) (e.g., speech class, RSP, SDC, Bilingual Education, GATE) is the student currently involved? For what portion of the school day is the child setting(s) other than the general education classroom?

#### **Performance**

Describe the general education classroom setting. Then describe the student's observed performance in this setting. Include precise behaviors that you observe, including body language of student, facial expressions, actions and activities in which s/he engages.

Describe the second setting. Then describe the student's observed performance in this setting. Include precise behaviors that you observe, including body language of student, facial expressions, actions and activities in which s/he engages.

#### **Interactions**

Describe the student's verbal, non-verbal, gestural and other interactions with adults.

Describe the student's verbal, non-verbal, gestural and other interactions with classmates.

#### **PART II**

(This is the sections in which you use your professional judgement and, therefore, may include opinions.)

What appear to be educational (e.g., literacy, writing, math, listening) and other (e.g., attention, social/emotional) needs of the student?

From your observations, in what ways are the student's educational and other needs being met? In what ways are they not being met?

What recommendations do you have for supporting the student's success in the school environments that you observed? In what ways would you differentiate the content, instructional processes, and assessment procedures for the student to promote learning and active involvement in activities?

What recommendations do you have for providing positive behavioral supports (e.g., special seating arrangement, individualized "contract" motivational strategy) to engage the learner?

**Catastrophic Event/ Case Study**  
**EDMS 511**

**Learner Outcomes:** Students will be able to understand the teacher's role when a catastrophic event affects the school community.

**Assessment:** Word-processed Case Study creation/analysis.

- Engaging introduction
- Describe a potential catastrophic event. Give enough details so that the setting is clear.
- According to guidelines given in class, respond to the case you have presented by presenting the issues and ranking the perspectives, actions, and outcomes.
- Reflect on your concerns as a beginning teacher. Include a plan for what you can do now to be ready for your role as a teacher who is well prepared to care for children in the event of a catastrophe.

<b>Resource(s):</b>	<b>Title and necessary information:</b>
Choate Website	Chapter 15 <a href="http://www.nasponline.org">www.nasponline.org</a>

**Activity Description**

- Ask about/find your school's plan for disaster/catastrophic events.
- Interview your cooperating teacher to discover how the classroom plan fits within the overall school plan. Also, discuss his/her role in the plan. How are teachers prepared for their roles? Don't hesitate to ask other teachers as well (at lunch, for example...an admirable professional conversation topic!)
- From the following list, choose a catastrophic event to present: shooting on campus, death of a classmate, death of a teacher, earthquake, fire threatening the school, bomb threat. Write a scenario about the event. Include enough details so that the reader clearly knows the setting/what the class is doing at the time/ the event.
- Using your scenario as a case study, follow the guidelines presented in class, evaluating the issues, perspectives, actions, and outcomes.

**TENTATIVE COURSE SCHEDULE**  
**EDUCATION 511: TEACHING AND LEARNING I**

Session	Date	Topic	Reading Due	Assignments Due
1	F-9/6/02	Introduction		
2	M-9/9/02	Cognitive development 1 Piaget and Vygotsky	Ch 4 McDevitt Cognitive development	
3	F-9/13/02	Cognitive development 2: Cognitive processes	Ch 5 McDevitt Cognitive development 2: Cognitive processes	<b>Obs. Children at Play</b>
4	M-9/16/02	Diversity	Villa 7 Villa Pages 13-15	<b>Infusion questions</b>
5	F-9/20/02	Learning needs of all students	Choate 1,2,3	
6	M-9/23/02	Managing the learning environment	Clarles/Senter: Choate 15	<b>Cultural Plunge</b>
7	F-9/27/02	Building a community of learners	McEwan 2	
8	M-9/30/02	Democratic consequences Nature/ of struggle for power	McEwan Chapter 5 & 6	<b>Observation of special needs</b>
9	F-10/4/02	Specific behavior problems. Managing classroom during catastrophic event	Choate 14	
10	M-10/7/02	How do I know what to teach my students	Stiggins 10	
11	F-10/11/02	Lesson Planning = Excellence	Villa 5 & 6	<b>Catastrophic event case study</b>
12	M-10/14/02	Lesson planning workshop		
13	F-10/18/02	Adding technology	Chapter 1 National Educational Technology Standards for Students	
14	M-10/21/02	Lesson plan presentations		<b>Lesson plans</b>
15	F-10/25/02	Collaboration Lesson plan presentations	Choate 16	