

**California State University San Marcos
College of Education**

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

Class Meetings: Monday/Friday 11:30-2:15PM

UH 460

CRN#42511

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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

CLAD

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

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.

REQUIRED TEXTS AND WEB SITES

- Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.
- Custom Reader
- Partin, Ronald, *Classroom Teachers Survival Guide*. Merrill Prentice Hall (1999).
- Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- 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 (TPE6a-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.

CRITICAL ASSESSMENT TASKS (CATs)

A number of assignments build toward these four assessment events which span the full year of two courses. These assessment events are connected to assignments for other courses in this program as well. The assignments indicated in *italics* are ones that specifically related to TPE6d: Teaching Special Education Populations in General Education Environments and Standard 14: Preparation to Teach Special Populations in the General Education Classroom.

- **Lesson Modeling** – two to four opportunities of increasing duration and complexity to “teach” peers, spread across the year and embedding principles and practices under study (Themes I, III, and IV, TPE’s 1, 2, 5, 6A & 6B, 6D, 11, 14)
 - **Practice teaching opportunities, minimum one per semester**
 - ***Observation Report assignment***
 - ***Adapting Instruction assignment***
- **Long-range planning** – emphasis on big picture construction of curriculum across a school year that begins with the end in mind and illustrates patterns, rhythms, structures, standards and assessments; development of a framework to “drop” units of instruction developed in content courses into (Themes I, III, IV, and TPE’s 2, 3, 4, 6, 9, 10, 14, 15) **1st and 2nd semester**
 - **Sample lesson plan**
 - **Academic year calendar framework/Create a Classroom**
 - ***Diversity Questions assignment***

- **Solution-finding**– analysis of a series of cases (one in the fall semester, two in the spring) that present “real” classroom situations (e.g. video clips, written scenarios, stories from classrooms, some may be in our Allyn and Bacon reader) and development of appropriate responses using available resources (Themes I, IV, V, and TPE’s 1, 2, 4, 6, 7, 8) **one case in the 1st semester, two cases in the 2nd**
 - **Case analysis**
 - ***Disability Characteristics Matrix assignment***
- **Professional development** – Development of a professional portfolio framework with a number of required entries that may include the following: a philosophy statement, response to cultural plunge, sample lesson plan, year-long plan framework, professional journal article review, reflections on a board meeting, reflections on commitments to social justice, plans for ongoing development, service learning involvement, evidence of collaboration, etc.) Entries align with TPE’s and demonstrate accomplishment in these areas (Themes II, V, and TPE’s 12, 13, 14) **Introduced in the first semester, framework started; framework finished in the 2nd semester and projects are added.**

ASSIGNMENTS AND GRADING:

- ❖ **Chapter Previews/Reading Response (HW: 10 Points)**: The nature of this class relies heavily on classroom dialogue. Therefore attendance and preparation for class are essential. Written reading response logs designed to assess attendance in class and preparedness for class will be due at the beginning of each class session. Reading logs will reflect your thoughts on assigned readings for that date. Chapter Previews are designed to introduce the key vocabulary and concepts presented in the upcoming reading and will be given at the end of each class session. Individual reading logs and previews are not graded; rather their timely submissions are noted and points are assigned on the basis of having completed the assignment for the semester. Reading logs will not be accepted late.
- ❖ **Field Observations (HW: 5 Points)**: The value of this course rests in your ability to connect theories and principles presented in course readings and class activities and observe them being applied (or not) in a real classroom. To facilitate this, you are required to turn in 1-2 reflections that describe observations conducted in your student teaching assignment. In the narratives on given topics, you will highlight key observations, connect these to class readings and discussions, provide your own assessment of what works (and what doesn’t) in the class, and how you might do things similarly/differently in your own classroom.
- ❖ **Lesson Plan (HW: 10 Points)**: Create a detailed lesson plan that is meaningful and engaging for students. The detailed lesson plan can be taken from the 3-week unit plan that you are required to complete.
- ❖ **Create a Classroom (HW: 20 Points)**: This is an opportunity to plan out a classroom of your own. It will involve developing an introductory letter to a principal explaining your philosophy of education, goals for classroom discipline, procedures that are grade appropriate, parent letter outlining curricular standards, as well as a map of your classroom.
- ❖ **Case Analysis (HW: 10 Points)**: Analyze a case study that presents a “real” classroom situation involving a student with behavioral challenges. Develop appropriate responses using available resources.
- ❖ **Observation of a Student with Special Learning Needs (HW: 20 points)**: Observe a child with special needs in both regular and special settings at a public school. Write a structured observation report that includes observed behaviors, information from child’s school records and from talking with the child’s teacher(s). Make appropriate recommendations for supporting the child’s success in the school, based upon data gathered, knowledge of typical and atypical learning behaviors, and knowledge of typical and atypical social behaviors.
- ❖ **Universal Design/Access Assignment (In class: 10 points)**
- ❖ **Disability Characteristics Matrix (In class: 10 points)**
- ❖ **Diversity Questions Assignment (In class: 5 points)**

Assignment

Possible Points

1. Chapter Preview/Reading Logs	10
2. Observation Journal (management)	5
3. Individual Lesson Plan	10
4. Case Analysis	10
5. Observation Report on Student	20
6. Create a Classroom	20
7. Diversity Questions (in class)	5
8. Disability Characteristics Matrix (in class)	10
9. Universal Design Assignment (in class)	10

Grading Scale:

A (93-100)

A- (90-92)

B+ (88-89)

B (83-87)

B- (80-82)

C+ (78-79)

C (73-77)

C- (70-72)

D (60-69)

F (0-59)