



### **Required Texts and Web Site**

1. Choate, J. S. (2000). *Successful inclusive teaching: (3<sup>rd</sup> ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Marion, R., Valadez, G. & K. Woo (Compilers) (2002). *DEEP Dialogue About Teaching & Learning*, Boston, MA: Prentice Hall Custom Reader.
3. Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.
4. *National Educational Technology Standards for Students: Connecting Curriculum and Technology* (2000). Ruston, LA: International Society for Technology in Education (ISTE).
5. Course Website: <http://courses.csusm.edu>
6. Special Education readings as disseminated

### **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. 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)
10. Use instructional time to optimize the learning opportunities and outcomes for all students. (TPE 10)
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 11)
12. Understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. (TPE 12)
13. Improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. (TPE 13)
14. Demonstrate a sound understanding of technology operations and concepts, plan and design effective learning environments and experiences supported by technology, and implement curriculum plans that include methods and strategies for applying technology to maximize student learning. (TPE 14)
15. Identify issues of social justice and equity in the classroom, and apply appropriate instructional strategies to ensure equal outcomes for diverse students, demonstrate familiarity with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction and democratic education. (TPE 15)

### 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.

### Course Attendance Policy

In the event of an unavoidable absence, contact your instructor before class begins (e.g. email, voicemail) and arrange appropriate makeup assignments.

### Professional and Administrative Requirements

- Attend all class sessions, be on time, stay for the entire session, and contact the instructor and a classmate 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, backing up electronic copies (for use as professional portfolio entries).
- Complete and hand in all assignments on the given due dates. 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.

TENTATIVE COURSE SCHEDULE EDUC 511: TEACHING AND LEARNING I  
Monday & Wednesday, 10:00-12:45 UH 442

Session	Date	Topic	Reading Due	Assignment Due
1	W-9/4/02	Introduction: <ul style="list-style-type: none"> <li>• Who are we as teachers?</li> <li>• Course Review</li> </ul>		
	<b>Theme:</b>	<b><i>Ways of Knowing Connected to Practice</i></b>		
2	M-9/9/02	How Does a Child Learn? <ul style="list-style-type: none"> <li>• Gardner, Piaget, Vygotsky</li> </ul>	Cognitive Development Reader: p. 7-46	
3	W-9/11/02	Teaching with the Brain in Mind	Cognitive Processes Reader: p. 49-95 Choate ch. 2, p.19-22	
	<b>Theme:</b>	<b><i>Structures and Procedures That Promote Learning</i></b>		
4	M-9/16/02	Managing the Learning Environment/Community	Managing Physical Environment, Reader: p.255-268 Why We Need Classroom Rules, Reader: p. 183-205 Choate 15(Survey)	<b>Observation ~ Children at Play</b>
5	W-9/18/02	Creating Caring and Responsive Classrooms	Article: Courage for the Discouraged Villa/Thousand ch. 3	
6	M-9/23/02	Behavior in the Classroom	Democratic Consequences, Reader: p207-229	<b>Courage for the Discouraged</b>
7	W-9/25/02	Specific Behavior Problems Workshop: <b>Disability Matrix</b>	The Nature of and Struggle for Power, Reader: p.231-254 Choate 14	
	<b>Theme</b>	<b><i>Differentiated Design</i></b>		
8	M-9/30/02	Learning Needs of all Students Workshop: <b>Inclusion/Diversity Questions</b>	Choate 2 p. 23→ Choate 3	<b>Disability Characteristics Matrix</b>
9	W-10/2/02	Elements of a Lesson: How do I know what to teach my students?	Villa/Thousand 5 & 6	
10	M-10/7/02	Universal Design Workshop: <b>Special Ed Observation (Case Study)</b>	Choate 3 (Choate 15 as reference) Villa/Thousand "Access..."	
11	W-10/9/02	Technology as a Learning Tool Lesson Planning Workshop	ISTE, Chapter 1	
	<b>Theme:</b>	<b><i>Reflective Practice</i></b>		
12	M-10/14/02	Diversity in the Classroom	Villa/Thous. 7, p. 13-15	<b>Cultural Plunge</b>
13	W-10/16/02	Reflection in Practice Lesson Plan Presentations		<b>Lesson Plans</b>
	<b>Theme</b>	<b><i>Teacher as Professional</i></b>		
14	M-10/21/02	Collaborative Teaching	Choate 16	
15	W-10/23/02	Obligations to Students and Families. Demeanor and Appearance.		

