

California State University San Marcos
College of Education
Education/Multiple Subject EDMS 511
Elementary Teaching and Learning (3 units)

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Instructor office hours by appointment or email.

Mission Statement of the College of Education, CSUSM

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, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Infused Competencies

Authorization to Teach English Learners 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 are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

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. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Course Description

This course requires participation in public schools and other education-related contexts.

This course is designed:

- to extend pre-service candidates' understandings about and applications of numerous philosophies of teaching and learning;
- to inform pre-service candidates about key concepts and procedures as they relate to students' learning and how best to meet learning needs of every student;
- to encourage infusion of technology into teaching and learning practice.

Course Objectives

The purposes of this course are threefold:

- to expand pre-service candidates' knowledge about learning theories and pedagogical strategies;
- to enhance pre-service candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other K-8 education-related settings and how to address them;
- to provide a safe environment for pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction for K-8 children.

Teacher Performance Expectations (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are primarily addressed in this course:

TPE 6d – Engaging and supporting all learners (Student Study Team Assignment)

TPE 10 – Creating and managing effective instructional time (Observations and Lesson Plan Assignments)

TPE 14 – Technology: CSUSM Educational Technology (Taskstream and Webpage Assignments)

Required Text

- ISTE Student Membership: <http://www.iste.org> (\$54) including the Learning and Leading with Technology (L&L) Professional Journal. ISTE registration must be complete by September 6, 2005).
- Choate, J. S. (2004) *Successful inclusive teaching* (4th ed.) Needham, MA: Allyn & Bacon.
- Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for 1 year minimum)
- Electronic readings posted to WebCT.

Required Websites

- Curriculum Development and Supplemental Materials Commission (1999). *Reading/Language Arts Framework for California Public Schools*. California Department of Education. Also at: http://www.cde.ca.gov/cdepress/lang_arts.pdf
- CAST Universal Design for Learning: Differentiated Instruction (http://www.cast.org/publications/ncac/ncac_diffinstruc.html)
- Enhancing Learning with Technology: Differentiating Instruction (<http://members.shaw.ca/priscillatheroux/differentiating.html>)
- Technology and Differentiated Instruction Web Resources (<http://k12.albemarle.org/Technology/DI/>)
- Differentiation of Instruction in the Elementary Grades (<http://www.ericdigests.org/2001-2/elementary.html>)
- What is Differentiated Instruction? (<http://www.readingrockets.org/print.php?ID=154>)

Accommodation for Disabilities

Please discuss your needs with the instructor within the first week of the semester & contact Disabled Student Services, 5025A Craven Hall, (760) 750-4905 or (760) 750-4909 (TDD).

Plagiarism

All work submitted for this course should reflect individual student's efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

Grading Policy

All students must come to class prepared; readings and homework assignments are listed on the dates on which they are due.

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted after they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are expected of those who are entering the education profession. This includes but is not limited to:

- On-time arrival to all class sessions;
- Appropriate professional attire (since we are meeting at a school site);
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class) and with all colleagues (classmates, school personnel, College of Education personnel, and the instructor);
- Carefully considered, culturally aware approaches to solution-finding.
- Active participation in online environments.

Course Assignments

Personal Characteristics:

Attendance/Prepared for Class	08 points
Professional Demeanor/Participation	12 points

Team assignments:

Lesson Plan with classroom management component, Drafts 1 & 2	15 points
Peer Teaching demonstration	15 points

Individual assignments:

Observations (5)	10 points
Student Study Team Assignment	10 points
Electronic Portfolio / Taskstream / TPE's	10 points
Technology Conference attendance/assignment	10 points
Web page Design	10 points

Total **100 points**

Grading Scale

A= 93-100	B+=86-89	C+= 77-79		
A-=90-92	B=83-86	C= 73-76	D=60-69	F=59 or lower.
	B-=80-82	C- =70-72		

Please note assignments are due whether or not you are present in class that day.

This syllabus may be modified at any time in response to the needs and interests of the class.

College of Education Attendance Policy

Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a “C”. **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class. Each day of class counts as two sessions in 8 week courses.**

Student Assignment Recording Sheet:

student's name printed

Fall placement

signature

date

home telephone

cell phone

email

Personal Characteristics (20 %)

Attendance/prepared for class (in class assignment/homework)

Day 1 _____

Day 4 _____

Day 7 _____

Day 2 _____

Day 5 _____

Day 8 _____

Day 3 _____

Day 6 _____

Total Points _____ / 08

Professional Demeanor/Participation _____ / 12

Group Assignments (30 %)

Percentage

Due Dates

Lesson Plan with management component _____ / 15

Peer Teaching Demonstration _____ / 15

Individual Assignments (50 %)

Percentage

Due Dates

Student Study Team _____ / 10

Observations _____ / 10

Electronic Portfolio / Taskstream _____ / 10

Technology Conference assignment + _____ / 10

Web Page Design _____ / 10

Total _____ / 100 = _____ **Grade**

Grading Scale

93-100 pts = A

90-92 pts = A-

83-89 pts = B

80-82 pts = B-

73-79 pts = C

70-72 pts = C-

60-69 = D

0-59 pts = F

Course Outline

(Timeline Subject to Change pending "Teachable" Moments)

Date	Topic	Reading Assignment Due
Session 1 08/29/05 K. Hayden R. Marion B. Mudd	Course Introduction Community Building Themed Cohort - Sci/Math/Tech Course Structure and Procedures Ways of Knowing Structures and Procedures Differentiated Instruction Reflective Practice Teacher as Professional Class meetings Student demo lesson setup/signup Observations setup	<i>Web search on class meetings</i> <i>What is Differentiated Instruction?</i> <i>(Web site)</i>
Session 2 09/12/05 R. Marion K. Hayden	Structures and Procedures That Promote Learning Room layout Signals Transitions Organizing Materials Instructional Time Class policies Ways to respond to students Mediation Case: CGI Math lesson demo Powerful practice DVD Student demo lessons – First day activity – community building Observation: Classroom organization ----- Intro to designing teacher web page	<i>Web search on classroom management strategies listed, talk with a teacher</i> <i>Enhancing Learning with Technology: Differentiated Instruction</i> Demo lesson preparation
Session 3 9/19/05 R. Marion B. Mudd	Structures and Procedures That Promote Learning Democratic Classrooms Case: Science lesson demo – Dr. Chuck DeLeone, Physicist Student demo lessons – Math lessons Observation: Multiple Perspectives ----- Laws, Ethics and Confidentiality Introduction to Student Study Team (SST) SST Video	<i>Rethinking Schools Articles Choate Chapter 1 & 16 Villa Chapters 1-3 (pages 1-54)</i> <i>Differentiated Instruction in Elementary Grades</i> Demo lesson preparation
Session 4 9/26/05 B. Mudd	Differentiated Instruction Inclusive classroom Instructional sequence Big picture (unit, quarter, semester and year) Standards Lesson plan format Classroom assessment Observation: backwards lesson plan Student demo lessons – Science lessons / democratic lens	<i>Lesson design matrix Choate Chapters 2 & 3 Villa Chapters 4-6 (pages 57-167)</i> <i>Cast Universal Design for Learning: Differentiated Instruction (Website)</i> Draft lesson plan due for response Demo lesson preparation

<p>Session 5 10/03/05</p> <p>R. Marion B. Mudd</p>	<p>Differentiated Instruction</p> <p>Models of differentiation Case: assessment focus Role of Technology in differentiated instruction</p> <p>SST presentation Observation: assessment Return lesson plan with tracked comments</p>	<p><i>Assessment reading – multiple forms of assessment</i></p> <p><i>Technology and Differentiated Instruction Web Resources</i></p> <p>Locate digital case - assessment</p> <p>SST lesson preparation</p>
<p>Session 6 10/10/05</p> <p>K. Hayden</p>	<p>Reflective Practice</p> <p>Taskstream / TPE's</p> <p>Student demo lesson – assessment Web Site Development Observation: child's perspective (by Thursday this week)</p>	<p><i>Web Search for teacher websites</i></p> <p>Taskstream assignment</p> <p>Demo lesson preparation</p> <p>Final lesson plan with changes due</p>
<p>Session 7 10/17-05</p> <p>R. Marion</p>	<p>Teacher as Professional</p> <p>Professional interview with administrators Resume' / Bio</p> <p>Set up for student teaching Set up for 512</p> <p>Resources to support students and teachers</p> <p>Communication with colleagues, students, parents and administrators</p> <p>Student demo lesson – last day of school</p>	<p><i>Find, peruse, and describe two teaching journals (one focused on research, another on practice)</i></p> <p>Prepare responses to interview questions</p> <p>Choose artifact that represents who you are as a teacher, be ready to share it during the interview</p> <p>Webpage due</p>
<p>Session 8 10/29/05</p> <p>K. Hayden R. Marion</p>	<p>Technology Fair</p>	<p>Fair attendance and assignment</p>