California State University San Marcos
College of Education

EDMS 512
Elementary Teaching and Learning II
Fall 2006

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Class meeting times: Friday 8:00 AM – 2:30 PM

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
Focuses on developing an advanced understanding of learning theory and instructional practice in integrated and inclusive classrooms.

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

This course is designed:
- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- to encourage further infusion of technology into curriculums.

Course Prerequisites
Admission to the CSUSM College of Education Teacher Credential Program. Successful completion of EDMS 511

Course Objectives
The purposes of this course are threefold:
- to expand preservice candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

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 Special Education and TPE 9 - Instructional Planning (Check for completion

TPE 10 - Instructional Time- *Appropriately allocating instructional time* and *Effectively and efficiently managing instructional time*

TPE 14 - Educational Technology *Taskstream and Addressing all six of the ISTE National Educational Technology Standards for Teachers. See www.iste.org*

These TPEs will be uploaded to TaskStream as part of the course requirements. The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have

experienced and the TPEs. Your task to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: a) description b) analysis and c) reflection.

Required Texts
- Woo, K., Valadez, G., & Marion, R. (2003). (custom reader). *Elementary Teaching and Learning I & II.* Boston, MA:Pearson.
- Choate, J. (2004). Successful Inclusive Teaching: Proven ways to detect and correct special needs. Needham Heights, MA: Allyn and Bacon.
- TaskStream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for 1 year minimum).

Students with Disabilities Requiring Reasonable Accommodations
Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Writing: In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately 10 pages), which can be administered, in a variety of ways.

Plagiarism
All work submitted for this course should reflect students' 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.

CSUSM Academic Honesty Policy
"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Grading Policy
All students will come prepared to class; 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 three class sessions after which 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 generally expected of those who are entering the education profession. This includes but is not limited to:
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Course Assignments

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

Professional Growth Research	10 points
Observation & Reflection	10 points
Disability Matrix	10 points
Lesson Plan Project	30 points
TaskStream Submissions	10 points
Portfolio	20 points
Attendance/Participation	10 points
Total	**100 points**

Please communicate with the professor if you are having difficulty understanding an assignment or completing it on time.

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		

Course Outline

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

Date	Topic	Assignment	Reading for the following week
Session 1 8/25/2006	Introduction/Course Overview Elements of a Portfolio Teacher as a Professional Observation and Differentiation	**I am a Teacher Poem** **Professional Growth Research** *What makes you do at what you do?* **Reflection: Observation Form and Model Lesson**	
Session 2 9/1/2006	Teacher as a Professional: Standards of Conduct Educational Philosophy Your Resume and job application. Structures and procedures that promote learning.	**Due: Professional Growth Research Reflection** 1. *Bring to class Philosophy Statement from ED 350 and 4 copies of your current resume.* 2. *Bring to class Standards for a content area you will teach and a TE for that content area from the grade level you will teach this semester.*	Review: Choate, Chpt. 2, 3 and 15 (Hint: if you did not read these chapters in depth last semester, do so now.)
Session 3 9/8/2006	Special Education Disability Matrix Structures and procedures that promote learning.	Due: **Observation** 1. *Bring to class completed Lesson Plan Template* 3. *Bring to class Standards for a content area you will teach and a TE for that content area from the grade level you will teach this semester.* 4.	Read: Marion, Valadez and Woo: "Performance Assessment of Skills and Products.
Session 4 9/15/2006	Assessment and Rubrics for Differentiation Structures and procedures that promote learning.	Due: **Disability Matrix**	*Marion, Valadez and Woo: "Renavigating the Waters"*

Date	Topic	Assignment	Reading for the following week
Session 5 9/22/2006	Differentiated Designs Gifted Learners Structures and procedures that promote learning.	Due: **No assignments due**	Download and bring to class on 10/6/06 the ISTE National Educational Technology Standards for Teachers. See www.iste.org
Session 6 9/29/2006	Applied Differentiation Technology Structures and procedures that promote learning.	Due: **No assignments due**	
Session 7 10/6/2006	Involving Parents Technology Structures and procedures that promote learning.	Due: **Lesson Plan Project**	No Out of Class Reading
Session 8 10/13/2006	Reflective Practice	Due: **Any Taskstream updates and TPE 10 and 14 Portfolio**	No Out of Class Reading

ASSIGNMENT GUIDELINES

Assignment	What to do:
Professional Growth Research Reflection	Write 500 word reflection on *"What makes you do what you do"* article
Observation	Complete at least one lesson observation using the Differentiation Observation Graphic Organizer and write a <u>one page</u> reflective response to these questions: 1. What standard(s) were addressed in this lesson? 2. What students differentiation needs were addressed in the lesson did you observed? 3. Which differentiation mode(s) did you observe the teacher use? 4. Was the differentiation effective for the students? 5. What would you have done differently to allow student access to the lesson? ("One Page" means you craft your responses to tell the most using the least words, in other words, get to the point!)

Disability Matrix	Student pairs will 1. Create a table, graphic organizer, or other visual representation of the thirteen (13) special education disability categories presented in this course. Be creative your table must take the form of a word-processed table or an Excel chart, or *any other organizational scheme* that clearly illustrates each of the following seven dimensions: a. The name of the handicapping condition b. A brief description of the learning and/or social behaviors associated with the disability c. One assessment appropriate to use to determine the presence or degree of the disability do. One typical content adaptation/modification in curriculum, materials, goals e. One typical adaptation/modification in classroom environment f. One typical adaptation/modification in teaching practices g. One typical adaptation/modification in assessments required of the student.!
Lesson Plan Project	Each student will write a one month (four week) plan for an elementary classroom that incorporates the following elements: - language arts lessons OR math lessons - social science, science or art lessons (choose one) - a field trip - an assembly or special program - teacher collaboration - student assessment - differentiation strategies for students who are identified EL, GATE and Spec. Ed. - technology for student use - technology for teacher use in instruction - technology for assessment (electronic grade books, rubrics, etc.) Create a simple page format that includes: ▪ the grade level. ▪ The content area ▪ The standard(s) being addressed ▪ Assessment of the Standard ▪ Materials ▪ Grouping ▪ Differentiation for EL, Spec. Ed., GATE, as appropriate. ▪ Daily tasks ▪ Daily assessment (formal or informal, as appropriate.)

Taskstream Updates	Refine and update your response and artifacts for TPE 6d, 9, as appropriate and create/complete TPE 10 and TPE 14 to reflect course work and projects from this semester.
Portfolio	Prepare a neatly bound and attractive Portfolio with the following content: 1. Table of contents 2. Introduction 3. Philosophy of Education 4. Resume 5. One Month Unit 6. Sample Task Stream Artifacts. 7. Letters of Recommendation 8. Cooperating Teacher/ Field Experience Supervisor feedback