Elementary Teaching and Learning II (3 units)
Fall 2011 CRN41919   Thursday 5:30 PM – 8:15 PM

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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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

Course Description Elementary Teaching and Learning II

Focus on developing an advanced understanding of learning theory and instructional practice in integrated and inclusive elementary classroom. This course is aligned with California's SB 2042 Standards.

Prerequisite:

Consent of Program Coordinator and successful completion of EDMS 511.

Course Objectives

The purposes of this course are threefold:
- to expand pre-service candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance pre-service 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 pre-service candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Required Text

- Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everybody's Children: Equity, Empowerment and Education that is Multicultural.* Thomson & Wadsworth.
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). *Exceptional Lives: Special Education in Today's Schools, 5th Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.
- Villa, R. A. and Thousand, J. S. (2005). Creating an Inclusive School (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development. (Available free through CSUSM E-books library.)

Recommended Texts

- Choate, J. S. (2000) *Successful Inclusive Teaching (3rd ed.).* Needham, MA: Allyn & Bacon.

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.
(Approved by CCTC in SB 2042 Program Standards, August 02)

They will develop a Unit Plan to be used in their future course work that includes content standards, student activities, and instructional strategies with emphasis on assessment for prior knowledge, formative, and summative. They will become familiar with the IEP process and the role of the classroom teacher. They will understand special education handicapping conditions and presentations will allow them to complete a Disability Matrix. They will continue to increase their observation skills by completing a focused observation of a student with specific diverse needs. Preparation for job application will allow the students to prepare a resume, letter of introduction, and current philosophy of education.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all 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**- referring ti the IEP Process and IDEA.
TPE 7-**Teaching English learners**- referring to making ELD adaptations to instruction.
TPE 9 – **Instructional Planning**- referring to creating a Unit Plan
TPE 10 - **Instructional Time-** Allocating and managing instructional time- instructional plan within the Unit Plan.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.
To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.
Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.
The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:
http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp

CSUSM AND SOE POLICIES

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School 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 (see below). Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

In addition to attending course sessions, students may need to use campus resources for some assignments. All students must plan times they can work in labs on campus. Students are required to check campus resources and availability of labs. Mac computers are available in ACD 202, ACD 211, UH 271, and SCI2 306 in addition to other locations such as the library 2nd floor. Students are required to use campus issued-email accounts and check email and the class Cougar Course (Moodle) site at least two times per week to communicate with instructor and peers.

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 presentation 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.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations 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 4300, 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.

Use of Technology:
 Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

CSUSM Writing Requirement

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing will be looked at for content, organization, grammar, spelling, and format.

If needed, it is suggested that you make an appointment with the Writing Center (http://www.csusm.edu/writing_center/) to seek help with writing skills before submitting your written assignments.

Grading Procedures And Assignments

Grading is calculated on the standard of

94 - 100 = A	80 - 83 = B-	70 - 73 = C-
90 - 93 = A-	77 - 79 = C+	60 - 69 = D
87 - 89 = B+	74 - 76 = C	below 60 = F
84 - 86 = B		

512 Assignments

Due Date	Assignment	Points
Weekly 9/8 thru 12/1	Turnbull Chapter Presentations	15
10/6	Application Letter /Resume	10
12/8	Presentation Reflection paper	10
12/15	Exceptionality Matrix	10
11/10	The IEP Process Paper	15
12/8	Unit Plan and Reflection	25
Throughout course.	Participation and teamwork	15
	Total	100

Detailed information about each assignment is provided on the class Cougar Course site. *Please note that modifications may occur at the discretion of the instructor.* In addition to the assignments described below, performance assessment will be on student's cooperation and flexibility in response to unforeseen challenges and student's ability to perform tasks using a variety of technology tools.

You are responsible to track your grades and progress in the course. In order to successfully complete this course, all assignments must be completed at an acceptable level noted on assignment directions and rubrics. All assignments are due by 11:55 pm on the due date. Late assignments may be penalized by a deduction in points. After one week, late assignments WILL receive no credit. If extraordinary circumstances occur, please promptly contact the instructor.

Course Outline EDMS 512
While this Course Outline is carefully planned, it may be modified at any time in response to the needs and interests of the class.

Week	Date	Topic	Related Reading (Read prior to class)	Materials required to bring to class	Assignments Due
1	9/1	*Course introduction *Syllabus *Course Outline & assignment discussion.		Syllabus Course Outline Turnbull Text	
2	9/8	*Professional Standards *TPEs * *Turnbull Chapter Presentation/Chapter reflection/*Exceptionality Matrix assignments explained	Cougar Course materials Grant Ch. 6	Syllabus	***Turnbull Chapter Presentation sign-up**
3	9/15	*Standards and objectives *IEP Process Assignment explained	Cougar Course materials Grant pages 34-36 & 140-143	Syllabus	**Turnbull Ch. 5 Presentation**
4	9/22	Developmental needs of elementary age students *Differentiation	Cougar Course materials Tomlinson Ch. 1, 2, 4 & 5 Villa Ch.5	Syllabus	**Turnbull Ch. 6 Presentation**
5	9/29	*Resume and Letter of Introduction tutorial	Cougar Course materials	Syllabus	***Turnbull Ch. 7 Presentation**
6	10/6	IEP Observation	Cougar Course materials	Syllabus	***Turnbull Ch. 8 Presentation *Resume and letter of Introduction**
7	10/13	Assessment Part I Presentation	Cougar Course materials Grant Ch 5- pages – 195-204 Turnbull pages 32-34	Syllabus	**Turnbull Ch. 9 Presentation**
8	10/20	*Assessment Part II	Cougar Course materials http://www.cde.ca.gov	Syllabus	***Turnbull Ch. 10 Presentation** **Unit Plan sign-up**
9	10/27	*Unit Plan Assignment explained *Group work- Unit Plan assignment	Cougar Course materials Grant Ch 5- pages 173- 195 Villa Ch. 6	Syllabus	**Turnbull Ch. 11 Presentation**

Week	Date	Topic	Related Reading (Read prior to class)	Materials required to bring to class	Assignments Due
10	11/3	*Group work- Unit Plan assignment	Cougar Course materials Grant Ch 5- pages 173- 195 Villa Ch. 6	Unit Plan Part A Draft	**Turnbull Ch. 12 Presentation**
11	11/10	*Group work- Unit Plan assignment	Cougar Course materials Grant Ch 5- pages 173- 195 Villa Ch. 6	Unit Plan Part B Draft	**Turnbull Ch. 13 Presentation IEP Process paper due.**
12	11/17	*Group work- Unit Plan assignment	Cougar Course materials Grant Ch 5- pages 173- 195 Villa Ch. 6	Unit Plan Part D Draft	**Turnbull Ch. 14 Presentation**
13	11/24	Thanks Giving Break			
14	12/1	*Group work- Unit Plan assignment	Cougar Course materials Grant Ch 5- pages 173- 195 Villa Ch. 6	Unit Plan Part E Draft	**Turnbull Ch. 15 Presentation** **Turnbull Ch. 16 Presentation**
15	12/8	*Unit Plan Round Table	Cougar Course materials		**Unit Plan due Turnbull Chapter Reflections**
16	12/15	*Unit plan Round Table			**Exceptionality Matrix**