

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDMS 511, Introduction to Teaching and Learning
Alvin Dunn, 8:00-2:45
Fall 2008**

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Office Hours: Tuesday, 7:00-7:25; 2:30-3:00 (by appointment only);
Wednesday (2:30-3:30); Friday (lunch break) and 2:45-3:30.

College of Education Mission Statement

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

This course requires participation in public schools and other education-related contexts and is designed:

- to introduce preservice candidates to numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to special education;
- to encourage the infusion of technology into curriculums.

Course Prerequisites

Admission to the Multiple Subject program.

Course Objectives

The purposes of this course are threefold:

- to familiarize preservice candidates with general learning theories and a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles and abilities 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.

Required Texts

- Grant, C. & Gillette, M. D. (2006). *Learning to teach everyone's children: Equity, empowerment, and education that is multicultural*. Belmont, CA: Thomson Higher Education.
- Turnbull, A. & Turnbull, R. (2007/2004). *Exceptional lives: Special education in today's schools*. Upper Saddle River, NJ: Pearson.
- Villa, R., & Thousand, J. (2002). *Creating an inclusive school*. Alexandria, VA: ASCD.
- Wong, H.K. & Wong, R.T. (1998). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong.
- **RETRIEVE ON-LINE** International society for technology education. (2000).
 - http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf
 - http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf
- TaskStream account.

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)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the 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. You will be required to formally address the following TPEs in this course:

TPE 6D - Special Education

- Articulates rationale for inclusive education for all students
- Understands and applies principles of universal design to differentiate instruction
- Develops modifications and adaptations in curriculum assessment and instruction for students with special needs
- Understands of roles and responsibilities as members of SST & IEP Teams
- Collaborates with others to plan, teach and assess students with special characteristics

TPE 9 - Instructional Planning

- Consistently establishes short and long term goals
- Develops sequences of instruction and connects the learning to the students' prior knowledge and student backgrounds, needs and abilities.
- Selects strategies/activities/materials/resources that are appropriate for the students in that classroom

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>

College of Education 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. For example, if a student misses two class sessions (equal to whole day, e.g., 7:30-2:20 PM) or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C+". Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*). **Notification of absences does not automatically excuse them.**

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 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.

Course and University Writing Requirements

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 the following assignments:

9/5	SELF Profile	(1-2 pages)	5 %
9/12	Observation of a child with special needs	(1-2 pages)	5%
9/19	TPE responses 6D/ TPA Task 1	(2-3 pages)	5%
9/26	Cultural Plunge	(3-5 pages)	10%
10/3	Observation of a physical environment	(1-2 pages)	5%
10/10	Resume	(1 page)	5%
10/17	In-class case analysis	(5+ pages)	20%

Grading Standards

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. Final grades for the course will be calculated according to the following total scores:

94-100%=A	90-93% =A-	87-89% =B+
84-86% =B	80-83% =B-	77-79% =C+
74-76% =C	70-73% =C-	67-69% =D+
64-66% =D	60-63% =D-	Below 60% =F

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 an A-). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Life and death situations 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. (Refer to American Psychological Association (APA) manual, 5th edition, for guidance.) Neglecting to do so will impact the instructor’s ability to read and understand the text; the assignment’s grade will be negatively affected as a result of this oversight.

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 the following:

- 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.

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.

_____/_____
(print student's name AND e-mail)

(land line/cell phone numbers)

Attendance/participation (16%) Notes

8/29	_____ (am)	_____ (pm)	_____
9/5	_____ (am)	_____ (pm)	_____
9/12	_____ (am)	_____ (pm)	_____
9/19	_____ (am)	_____ (pm)	_____
9/26	_____ (am)	_____ (pm)	_____
10/3	_____ (am)	_____ (pm)	_____
10/10	_____ (am)	_____ (pm)	_____
10/17	_____ (am)	_____ (pm)	_____

Professional demeanor (4%) _____ (4%)

Individual assignments (55%)

<i>Due Date</i>	<i>Assignment</i>	<i>Grade</i>
9/5	SELF profile	_____ (5%)
9/12	Observation of child with special needs	_____ (5%)
9/19	Responses to TPE 6D and 9	_____ (5%)
9/26	Cultural Plunge	_____ (10%)
10/3	Observation of physical environment	_____ (5%)
10/10	Resume	_____ (5%)
10/17	In-class case analysis	_____ (20%)

Group assignment (25%)

9/12	SST activity/chart/role play	_____ (5%)
On-going	Peer teaching	_____ (20%)

Total _____ **(100%)**

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

August 29

Introduction to course

1. Blue Socks
2. "New Social Studies" sorting activity.
3. SELF profile learning style.
4. Web of wellness.
5. Review syllabus and course requirements.
6. Discuss class times, location, and attendance policy.
7. Introduce H. Gardner's theory of multiple intelligences.
8. Introduce generic lesson plan format.
9. Begin creating criteria for peer teaching activities.
 - Make preparations to teach a 5-minute lesson on any topic. Bring enough materials for three "students." This activity will occur during the next class, January 29.
 - Use the internet to learn more about one other educator's notion of "intelligence." Print 3 copies of the "article" and bring to class on January 29.

September 5

1. 5-minute lesson teaching in small groups.
2. Jigsaw activity regarding "intelligence."
 - a. Create a chart that summarizes main points.
 - b. Discuss positive/negative aspects of organizing information via a chart.
 - c. Propose other ways to help organize information.
- * **May go on a field trip this day or week 3 (TBA)**
3. Review fundamentals of observation.
 - a. In groups of 3-4 students, go out onto campus and sketch a place. Note interactions, patterns of movement, and ways the setting influenced interactions.
 - b. Share observations and discuss techniques.
4. Discuss TPA Task 1.
5. Time to work on scenarios 1 & 2
 - Self-profile of Learning Style (1-2 total pages)
Describe your learning style (1 paragraph). Recall one occasion during which this style proved to be either a strength or weakness in the particular learning.
 - ISTE
 - *Review ISTE "Home page"
 - *Review ISTE "About ISTE"
 - *Review ISTE Standards for students
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf
 - * Review ISTE Standards for teachers
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf

September 12

1. Introduce Student Study Team (SST) process.
2. Show video of SST.
3. Highlight key elements of SST.
4. Select characteristics of "student" for SST scenarios.
5. Work in small groups on SST scenarios.
6. Small group simulated SST presentations to whole class.
7. Debrief SST process as a whole group.
8. Introduce Taskstream (demonstration in the computer lab, location to be announced).
9. Discuss TPE 6D and 9 response, format, and rubric.
10. Time to work on TPE 6D and 9.

11. Pros and cons of hard copy portfolios and electronic portfolios.
 - <http://lynx.csusm.edu/coe/eportfolio/index.asp>
This will take you to the CSUSM COE website where you will get help with how to create your electronic portfolio and information on the required elements.
 - <http://www.taskstream.com>
This is the Taskstream home page where you will register for Taskstream and return to when working on your electronic portfolio.
 - Observation of special needs (3-5 pages)
 - a. Briefly describe context of observation (1-2 paragraphs).
 - b. Briefly describe child and particular special need (1-2 paragraphs).
 - c. Describe ways in which other students, the teacher, and the setting supported, ignored, and/or negatively impacted this child's school experience.
 - Wong & Wong (Units A & B), optional Wong Unit C

September 19

1. In small groups review oaths and codes from various professions.
2. Highlight similarities and differences among professions.
Define "professionalism for teachers."
3. Discuss professional attire and behavior within cultural contexts.
4. Introduce case analysis approach, a strategy for solution finding.
5. Practice case analysis techniques in small groups.
6. Brainstorm ways in which solution-finding process of case analysis can be incorporated into curriculum.
 - TPE 6D and 9 posted by 5PM.
 - Grant & Gillette (chapters 2)

September 26

1. Share Cultural Plunge experiences.
2. Discuss ways in which "culture (broadly defined) impacts the classroom, school, larger learning community.
3. As a group, try to compile a list of ten items/aspects of professions/professionalism.
4. Distribute and review Professionalism criteria from Poway.
5. Share internet research findings.
6. Create Disabilities characteristics matrix chart.
 - Cultural Plunge (3-5 total pages).
 1. Describe the overall setting of the "unfamiliar" culture (e.g., race/ethnicity, disabilities, gender, sexuality, religious, social/economic) (1-2 paragraphs).
 2. Briefly describe the meaningful interaction(s) an individual(s) from this culture (1-2 paragraphs).
 3. Discuss one-three similarities/differences between the individual's(s) perspective(s)/abilities and your own.
 4. Propose and discuss one to three (see above point) strategies that might be used in learning environments to
(contd.)
accommodate these differences.
 - Bring Turnbull & Turnbull text to class.
 - Turnbull & Turnbull (chapter 1)

October 3

1. Discuss classroom management and theories.
2. Role-play management scenarios.
3. Debrief and discuss effectiveness. Consider context specifics.
4. Discuss observations of physical environment in classrooms.
5. Brainstorm ways to establish a “safe” classroom environment.
6. Discuss ways in which classroom rules from observation sites promote/hinder classroom “safety.”
7. Distribute and discuss “classroom safety” ideas from Poway district.
8. Show video clip from Wong & Wong.
9. Define resume and C.V.
10. Work in small groups- peer edit resumes.
 - Bring a list of classroom rules from the room you are observing.
 - Bring four hard copies of your resume to class.
 - Observation of physical environment (Sketch plus 1-2 total pages)
 - a. Sketch the physical layout of the classroom (e.g., desks, chairs, windows, doors, blackboard, cubbies, closet, resource storage, bulletin boards, lighting, ventilation, sound etc.)
 - b. Discuss one to three aspects about the classroom’s physical environment and ways it/they may positively, negatively (or a mixture of both) influence the context and student performance.
 - Grant & Gillette (Chapter 3)

October 10

1. Mock interviews.
2. Debrief after each interview.
3. Answer questions related to case analysis process.
4. Trip to the library to learn about Kellogg education-related resources (e.g., Hansen, “L” call number).
 - Come to class in “professional attire”
 - Review California Standards for the teaching profession (review pp. 5-22)
<http://www.ctc.ca.gov/reports/cstpreport.pdf>
 - Villa & Thousand (Chapter 6)
 - Submit one copy of an edited resume

October 17

1. Complete case analysis in-class.
2. *Eye of the Storm* video.
3. Discuss as a class, “Do you feel Jane Elliot’s approach to facilitating personal growth was acceptable for 3rd graders?”
4. Discuss the use of role-playing and simulations.
5. Course evaluations.
6. Celebration ☺

EDMS 511 Teaching and snack dates (Fall 2008)

<u>Date</u>	<u>Teaching</u>	<u>Snacks</u>
8/29	Introduction-Woo	Woo
9/5	Woo	½ class (A-L ish)
9/12	*	
	*	
	*	
	*	
	*	
9/19	*	
	*	
	*	
	*	
	*	
9/26	*	
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10/3	*	
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	*	
	*	
	*	
10/10	*	
	*	
	*	
	*	
	*	
10/17	Computer lab case study Wrap up	½ class (M-Z ish)