

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

**EDMS 512, Introduction to Teaching and Learning  
ACD 406, 7:30-2:15  
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)

**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 extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to special education;
- to encourage further infusion of technology into curriculums.

**Course Prerequisites**

Admission to the Multiple Subject program. Passing grade in 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.

### 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/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf)
  - [http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\\_T\\_Standards\\_Final.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 (double-check to make sure this was completed in EDMS 511)**

- 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 14 - Educational Technology**

- Maximizes use of instructional technology reflecting all six of the ISTE National Educational Technology Standards for Teachers. See [www.iste.org](http://www.iste.org)
- Appropriately applies technology in instructional setting to maximize student achievement
- Adjusts the use of technology to resources available to optimize learning opportunities

## 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:

9/17	Preliminary rubrics	(1 page)	(5%)
9/17	<i>Philosophy of Education</i> statement	(2-3 pages)	(10%)
9/24	Write-up of "free" community resource	(1 page)	(5%)
10/1	TPE responses 6D and 14	(2 pages)	(10%)
10/8	IEP reflection (in class)	(1 page)	(10%)
10/15	Feedback to three peers' portfolios	(2-3 pages)	(15%)
10/15	Self-reflection on teaching at Jefferson	(2-3 pages)	(10%)
10/15	Group reflection on teaching at Jefferson	(1-3 pages)	(10%)

## 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, 5<sup>th</sup> 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**

8/27	_____ (am)	_____ (pm)	_____
9/3	_____ (am)	_____ (pm)	_____
9/10	_____ (am)	_____ (pm)	_____
9/17	_____ (am)	_____ (pm)	_____
9/24	_____ (am)	_____ (pm)	_____
10/1	_____ (am)	_____ (pm)	_____
10/8	_____ (am)	_____ (pm)	_____
10/15	_____ (am)	_____ (pm)	_____

**Professional demeanor (9%)** \_\_\_\_\_ (9%)

**Individual assignments (45%)**

<i>Due Date</i>	<i>Assignment</i>	<i>Grade</i>
9/17	Philosophy of Education statement	_____ (10%)
9/24	Write-up of "free" community resource	_____ (5%)
10/1	TPE responses 6D and 14	_____ (10%)
10/8	IEP reflection (in class)	_____ (10%)
10/15	Self-reflection on teaching at Jefferson	_____ (10%)

**Group assignment (30%)**

9/17	Preliminary rubrics for assignments	_____ (5%)
10/15	Three peers' feedback to hardcopy portfolio	_____ (15%)
10/15	Reflection on group teaching at Jefferson	_____ (10%)

**Total** \_\_\_\_\_ **(100%)**

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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)	<b>II. Theories and Methods for Instruction In and Through English</b>	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	<b>II. Manifestations of Culture: Learning About Students</b>
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)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
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	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

- August 27 Introduction to course, "Teacher as a professional"
- Review course themes.
  - Review syllabus and course expectations.
  - Review elements of a lesson plan.
  - "Checking in"
  - Discuss elements of a portfolio (e.g., introduction, resume, philosophy of ed., 3-5 day unit, letters of rec., scholarly work, table of contents, student teacher supervisor feedback).
  - Discuss assessment. Show rubistar as an example.  
Get into teams to create assessments for: hard copy portfolio, and final 30 minute teaching presentations including a 3-5 minute video (class consensus mandatory).
  - Select teaching groups and video people.
  - \* Turnbull and Turnbull, chapter 2.
- September 3 "Teacher as a professional: Ethics and law"
- Work on resumes in small groups.
  - Work on *Philosophy of Education* statements in small groups.
  - Present format for free community resource.
  - Time to work on Jefferson Chinese New Year centers; video people familiarize and research resources.
  - \* Bring four copies of current resume to class.
  - \* Bring four copies of *Philosophy of Education* to class.
  - \* Bring 28 copies of preliminary rubrics to class. Prepare 10 minute presentation, and be ready for 5 minutes of questions/answers.
  - \* Bring a copy of school and/or district policies regarding teachers' professional responsibilities/expectations to the next class (if available, may have to check district web site)
  - Turnbull and Turnbull, chapter 3.
- September 10 THURSDAY, JEFFERSON ELEMENTARY and VAPA!!!!
- 8:00-11:30 Jefferson Elementary-Chinese Moon Festival, Vietnamese Lunar :Tet", Fall Harvest
  - WEAR RED☺
  - 11:30-12:30 Lunch and transport to VAPA
  - 12:30-2:20 VAPA visit
- September 17 "Structures and procedures: Review of technology knowledge and skills"
- Debrief Jefferson experience briefly.
  - Part of class in a computer lab.
  - Review Taskstream skills, format and draft a response to 6D and 14.
  - Questions and answers.
  - Re-create/bring Disabilities characteristics matrix –if needed/lost
  - \* Turn in *Philosophy of Education* statement.
  - \* Bring 28 copies and present draft of group rubrics (portfolios, video teaching).
  - Villa/Thousand, chapters 5.

September 24

“Structures and procedures: Communication and collaboration”

- Get feedback to in-progress portfolios from three peers.
- Debrief and questions from the group.

“Reflective practice: Social commitment and awareness”

- Invite students to think about their responsibilities as teachers beyond the four walls of the classroom.
- Show *Eye in the storm* (part II) video.
- \* Ask students to share one positive thing they learned from enlisting the help of the community.
- \* Bring working drafts of portfolios to class.
- \* Submit one “free” community resource.
- \* Turnbull and Turnbull, chapter 4

October 1

“Reflective practice: Teacher as inquirer, infusing technology”

- Class in a computer lab.
- Introduce Digital Edge exhibits—review for elements of accomplished teaching and appropriate use of technology.
- Explore one exhibit as a whole group.
- Have students examine one or more other exhibits in small groups.

“Differentiated design”

- Review key aspects of SST.
- Review history and legislation that determines IEP procedures.
- Review key aspects common among all IEPs.
- \* Bring SST handout from EDMS 511.
- \* Review Turnbull and Turnbull (chapter )
- \* Submit TPEs 6D and 14 by 5 PM.
- \* Villa/Thousand Chapter 7.

October 8

“Differentiated design, cont. IEP”

- Show IEP video.
- Explain importance of documentation.
- In small groups, research IEP forms from different states small groups, present in class.
- Working on IEP response in class.
- \* IEP reflection (2-3 pages)
  1. With either a student from student teaching fall 2007 or one from observation fall 2006, use a pseudonym to describe concerns/issues you may have about the student. Assume at least two SSTs have been tried within the past year and that now an IEP is being implemented.
  2. Please list and describe at least three strategies you are going to try/request to be implemented.
  3. Please include a short-term assessment deadline, and the person(s) who will be responsible for ensuring each aspect of the IEP is implemented.

“Differentiated design: Long-range planning”

- Think about year-long plans.

- Work in small groups to begin thinking about creating a year-long, grade-level curriculum. Refer to state or district grade-level standards when designing this draft.
  - SDAIE/ELs
  - GATE
  - Students with special education needs
  - Overall logic and flow of plan
  - Realistic in scope.
- \* Distribute *Free Resources* book in class.
- \* Bring a copy of state, one content area's grade-level standards (cde.gov).
- \* Bring a copy of year-long school or district calendar to class.
- \* Bring "Disabilities Characteristics Matrix" from EDMS 511.
- \* Villa, Thousand, Chapter 6.

October 15

"Structures and procedures/Teacher as a professional, life after the credential"

- Class in Kellog library.
- Present key points from other MA programs (e.g., local, state, national, international, virtual).
- Become familiar with professional journals.
- Become familiar with conferences and other professional development opportunities.
- Guest speaker Lyle Hartman, BTSA Director, North coastal area.
- \* <http://www.csusm.edu> (review descriptions of various Master's programs).

"Reflective practice: Standards"

- Examine National Standards (accomplished teachers), California State Standards (grade and content), ISTE Standards (technology competency).
- BTSA guest speaker (possibly. . .).
- \* <http://www.nbpts.org>
- \* <http://www.cde.ca.gov/standards>
- \* <http://www.btsa.ca.gov>
- Group reflections on teaching at Jefferson
- Individual self-reflections on teaching at Jefferson
- Wrap up, course evaluations.

\*Wong, unit E.

**EDMS 512 Teaching and snack dates (Fall 2008)**

<u>Date</u>	<u>Teaching</u>	<u>Snacks</u>
8/27	Introduction-Woo	Woo
9/3	Woo	½ class (A-L ish)
9/10	Jefferson	_____
9/17	* * * * *	
9/24	* * * * *	
10/1	* * * * *	
10/8	* * * * *	
10/15	Computer lab case study Wrap up	½ class (M-Z ish)