

California State University San Marcos
College of Education
Multiple Subject Credential Program

EDMS 511: Elementary Teaching and Learning I (3 units)
Science, Math, Technology Cohort

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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 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

Competencies to teach English Learners are infused as content and experience throughout the course.

Special Education

This course is infused with special education competencies that reflect inclusive educational practices.

Technology

Use of technology to enhance both teaching practice and student learning is part of the course curriculum.

Course Description

This eight-week course for pre-service K-8 teachers is designed to prepare individuals to excel in the diverse classrooms of California. The focus is on beginning with students and standards to plan and put into practice well crafted lessons that meet the learning needs of every student. Future teachers explore how to manage the learning environment, ways to encourage appropriate behavior, and how to use assessment to increase the effectiveness of lessons.

Course Objectives

Course content in concert with participation in school contexts is designed to:

- Extend knowledge of education theory and it's application to the practice of teaching;
- Enhance awareness of multiple perspectives and learning styles in diverse K-8 settings and how they impact student learning;
- Develop strategies to maximize learning of every student;
- Facilitate use of technology to enhance teaching and learning.

Teacher Performance Expectations (TPE) Competencies

This course is designed to help future teachers 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 addressed in this course:

TPE 6d – Engaging and supporting all learners

(Student Study Team, Five Minute Demo, Learning Station plan, Disability Matrix component of five minute lesson and learning station assignments)

TPE 10 – Creating and managing effective instructional time

Classroom Management and Five Minute Demo lesson, Learning Station Assignments)

TPE 14 – Technology: CSUSM Educational Technology
(Technology in Learning Station, Taskstream and Online Component)

Completion of exercises associated with the Guillaume and Turnbull & Turnbull texts will reinforce the all competencies of the course.

Required Readings

- Guillaume, Andrea M. (2004). *K-12 Classroom Teaching, A Primer for New Professionals* (2nd Ed.), New Jersey: Pearson.
- Turnbull, A., Turnbull, H. R. & Wehmeyer, M.L. (2005). *Exceptional Lives: Special Education in Today's Schools* (5th Edition), New Jersey: Pearson.
- *Content Area Standards for Multiple Subject Matter for K-8* (<http://www.cde.ca.gov/ci/cr/cf/>)
- *ISTE NETS Technology Standards* (2003) (<http://www.iste.org/standards>)
- *Task Stream Electronic Portfolio*, Register and pay fee online prior to first class, (www.TaskStream.com) (for 1 year minimum)

Some Recommended Websites

- 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.

Attendance Policy

Due to the interactive nature of this course and the value placed on the contributions of every student, students are expected to prepare for, attend and participate in all classes. In extenuating circumstances contact the instructor before class is missed, and make arrangements to make up what will be missed. It is the responsibility of the student to propose adequate makeup work, complete it once approved by the instructor, and turn it in before the next class period.

Each full day for eight-week courses is two class sessions. The College of Education policy states that, "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 grade possibly earned is a "C."

Grading Policy

All students must come to class prepared. Readings and assignments are listed on the dates on which they should be completed or are due.

All required work is expected to be on time. 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. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, adherence to assignment, etc.), and 20% on mechanics (grammar, spelling, format, uniformity of citation, etc.).

Course grades will 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 and complete attendance for all class sessions;
- Appropriate professional attire (meeting at a school site);
- Advance preparation of readings and timely submission of all 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 / Components of Course Grade

Professional Demeanor

Attendance, Preparation for Class, Appropriate Dress and Interactions, Participation
(5 points deducted per incident) 20 points

Assignments:

Completion of Chapter Exercises (5 points per class session)	40 points
Personal Stance Credo	15 points
Videotaped five-minute Lesson Demonstration	15 points
Science Learning Station with lesson plan and disability matrix	30 points
Classroom management plan	20 points
Student Study Team Assignment	20 points
Electronic Portfolio: Taskstream TPE Evidence and Reflections	20 points
Extracurricular Assignment	20 points

Total **200 points**

Grading Scale

A = 185-200	B+=175-179	C+= 155-159		
A-=180-184	B =165-174	C = 146-154	D=120-139	F=119 or lower
	B- =160-164	C- =140-144		

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.

Course Outline: (Timeline Subject to Change)

AD = Assignment Dropbox, T=Taskstream, IC= In Class, and H = Hansen Curriculum Library

Date	Topic	Reading / Assignment Due
Session 1AB 08/25	Course Introduction Nature of Teaching Professional Standards for Teachers Teachers and the Law Developing a Personal Stance	Reading: Guillaume, Ch 1 and 2 Assignments: AD - Chapter 1 & 2 Exercises IC - Draft Personal Stance on Teaching and Learning, Web search: “My philosophy of education” Chapter and Module Websites
Session 2AB 09/01	OFFSITE SESSIONS Starting with Students Starting with Standards Learning Station Assignment LIBRARY VIDEO SESSION Five minute lesson in assigned teams – Kellogg Library 2416 By appointment, in teams, with IITS staff ONLINE SESSION – Campus computer lab or home computer with adequate capacity	Reading: Guillaume, Ch 3 Turnbull & Turnbull, Ch 1,3, Browse 5-16 (disability focus) Assignments: AD - Chapter 3 & Standards Exercises AD - Five Minute Lesson (loaded to WebCT) and Reflections Web search: Chapter websites Content standards websites
Session 3AB 9/08	Planning Lunch with a Teacher	Reading: Guillaume, Ch 4 Turnbull & Turnbull, Ch 2 Assignments: AD - Chapter 4 Exercises IC – Bring a sample lesson plan to share IC – Print assigned content/tech standards (bring S 3-5) AD - Draft lesson plan posted for instructor review, final T 9/15 T – Final Personal Stance Credo Web search: Chapter websites Differentiated Instruction websites

<p>Session 4AB 09/15</p>	<p>Advice on Instruction Instructional Strategies</p> <p>Lunch with a teacher</p>	<p>Reading: Guillaume, Ch 5 and Browse Ch 6 Turnbull & Turnbull, Ch 3 & 5-16 (Instructional Strategy focus)</p> <p>Assignments: AD - Chapter 5 Exercises T - Final Lesson Plan for Learning Station, post prior to week you present</p> <p>Web search: Chapter websites Content standards websites</p>
<p>Session 5AB 09/22</p>	<p>Instructional Strategies II</p> <p>Lunch with a teacher</p>	<p>Reading: Guillaume, Ch 6 Turnbull & Turnbull, Ch 3 & 5-16 (Instructional Strategy focus)</p> <p>Assignments: AD - Chapter 6 Exercises IC then H - Grades K-1 Teaching Stations</p> <p>Web search: Chapter websites Content standards websites</p>
<p>Session 6AB 09/29</p>	<p>Managing the Learning Environment</p> <p>Lunch with a teacher</p>	<p>Reading: Guillaume, Ch 8 Turnbull & Turnbull, Ch 3 & 5-16 (classroom organization focus)</p> <p>Assignments: AD - Chapter 8 Exercises IC then H – Grades 2-3 Teaching Stations</p> <p>Web search: Chapter websites Classroom organization websites Teacher webpage sites</p>

<p>Session 7AB 10/06</p>	<p>Encouraging Appropriate Behavior</p> <p>Lunch with an administrator</p>	<p>Reading: Guillaume, Ch 9 Turnbull & Turnbull, Ch 3 & 5-16 (student behavior focus)</p> <p>Assignments: AD - Chapter 8 Exercises IC then H – Grades 4-5 Teaching Stations IC - Bring sample Management Plans IC – Draft Management Plan developed and due in class</p> <p>Web search: Chapter websites Classroom management websites</p>
<p>Session 8AB 10/13</p>	<p>Assessment</p>	<p>Reading: Guillaume, Ch 7 Turnbull & Turnbull, Ch 3 & 5-16 (assessment focus)</p> <p>Assignments: AD - Chapter 7 Exercises IC then H – Grades 6-8 Teaching Stations IC - Bring sample assessments T - Final Management Plan IC and AD – Student Study Team Assignment</p> <p>Web search: Chapter websites Assessment websites</p>