

**California State University San Marcos**  
**College of Education**

Education/Multiple Subject (EDMS) 512  
Elementary Teaching and Learning II  
ACD211 Fall 2005  
Tuesday 8:00-2:15 PM

Instructor: Kimberley A. Woo, Ed.D., [kwoo@csusm.edu](mailto:kwoo@csusm.edu)  
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Office Hours: 7:15-7:45 AM Monday and Tuesdays mornings; and Monday, Tuesday and Thursday afternoons 2:30-4:30 (by appointment).

**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.

**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.

**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 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 Text**

- Woo, Valadez, and Marion. (2002). *DEEP dialogue about teaching and learning EDMS 511/512*. Custom reader: Allyn Bacon.
- ISTE NETS resource book.
- Choate, J. (2004). *Successful inclusive teaching: Proven ways to detect and correct special needs*. Needham Heights, MA: Allyn and Bacon.
- Villa, R., & Thousand, J. (2002). *Creating an inclusive school*. Alexandria, VA: ASCD.

### **Accommodation for Disabilities**

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

### **Grading Policy**

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

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. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Refer to American Psychological Association (APA) manual, 5<sup>th</sup> edition, for guidance. Neglecting to do the above 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:

- 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.

### **Plagiarism**

All work submitted for this course should reflect students’ efforts. When relying on supporting documents authored by others, it is necessary to cite them clearly and completely. Failure to do so may result in failure of the course.

### **TPEs**

6d

9

10

14



August 30

Introduction to course, "Teacher as a professional"

- Review course themes.
- Review syllabus and course expectations.
- Review elements of a lesson plan.
- "I am a teacher" poem.
- Debrief the "I am a teacher" poem experience.
- 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. Create four assignment rubrics (class consensus mandatory).

"Structures and procedures: Collaboration and communication"

- Discuss ways schools can encourage parent/guardian/ "family," and community involvement.
- Have student think about ways they can establish "regular" communication with home (e.g., class newsletter).
- Remember the importance of cultural sensitivity.
  
- Present format for free community resource.
- Discuss and determine criteria for peer teaching videos.
- Select video groups.
- \* Bring four copies of current resume to next class.
- \* Bring a copy of *Philosophy of Educational* statement to next class.
- \* Bring a copy of school and/or district policies regarding teachers' professional responsibilities/expectations to the next class.

September 5

Holiday-Labor Day

September 6

"Teacher as a professional: Ethics and law"

- Define resume vs. vitae.
- Work on resumes in small groups.
- Work on *Philosophy of Education* statements in small groups.
  
- *Code of ethics* activity.
- Ethics and laws, particularly Special Ed.-related
- Teacher's responsibility in cases of (suspected) child abuse
- Compare and contrast school and district-specific policies regarding teachers' professional responsibilities/expectations.
  
- Elements of the Arts activity.
- Debrief.
- \* Bring four copies of current resume to class.
- \* Villa, Thousand. Chapter 2 "Contemplating inclusive education from a historical perspective."

- September 13 “Structures and procedures: Review of technology knowledge and skills
- **Class in a computer lab.**
  - Review Taskstream skills and practice uploading text.
  - Meet with Chuck Allen.
  - Review video-related skills (taught in EDUC 422).
  - Questions and answers.
  - \* Bring a few working drafts of TPE reflections to practice during review of Taskstream technology skills.
  - \* **Turn in *Philosophy of Education* statement.**
- September 20 “Structures and procedures/Teacher as a professional, life after the credential”
- **Class in the 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.
  - \* <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.
  - \* **Submit one “free” community resource.**
  - \* Draft of assignment rubric due.
  - \* <http://www.nbpts.org>
  - \* <http://www.cde.ca.gov/standards>
  - \* <http://www.btsa.ca.gov>
- September 27 “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.
  - \* Submit draft of TPE responses.
  - \* Bring SST handout from EDMS 511.
  - \* Choate, Chapter 1, “Teaching all the students; A mandate for educators.”

October 4

“Differentiated design, cont. IEP”

- Show IEP videos.
- Explain importance of documentation.
- Discuss IEP process in small groups, then write and submit individual reflections.
- \* Bring a copy of year-long school or district calendar to the next class.
- \* Villa, Thousand, Chapter 6, “A process for adapting curriculum in inclusive classrooms.”

“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.
- \* Stiggins, Chapter 10, “Performance assessment of skills and products.”
- \* Bring a copy of state, one content area’s grade-level standards (cde.gov).
- Bring “Disabilities Characteristics Matrix” from EDMS 511.

October 11

“Structures and procedures: Communication and collaboration”

- Encourage students to think about a learning opportunity(ies) outside of the classroom (e.g., field trip, extracurricular clubs and activities).
- In small groups, draft a letter home.
- Recommend a timeline for planning, executing, and debriefing of the learning experience.
- \* Woolfolk, Chapter 10, “Motivation in learning and teaching.”

“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.
- Distribute compiled book of “free” resources.
- \* Ask students to share one positive thing they learned from enlisting the help of the community.
- \* Choate, Chapter 2, “Special needs of diverse learners.”
- \* **Final TPE reflections due.**

October 18

“Ways of knowing” Social commitment and awareness”

- Use class rubric to provide feedback to three electronic portfolios.
- \* Castellano, Chapter 5, “Renavigating the waters: The identification and assessment of culturally and linguistically diverse students for gifted and talented education.”

\*Film Festival/Slumber party

- Get in the spirit!
- Create and present a 30 minute lesson that highlights assigned reading.
- As part of the lesson, please include the 3-5 minute video clip that your group produced.
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Wrap up

- Course evaluations.

EDMS 512 Snacks Calendar (Fall 2004, Monday 8:00-2:15 PM)

<u>Date</u>	<u>Snacks</u>
8/30	Woo
9/6	
9/13	Computer Day
9/20	
9/27	
10/4	
10/11	
10/18	Everyone brings ☺

**Video topics/readings:**

- (9/6) Villa, Thousand. Chapter 2 “Contemplating inclusive education from a historical perspective.”
- (9/27) Choate, Chapter 1, “Teaching all the students; A mandate for educators.”
- (9/27) Villa, Thousand, Chapter 6, “A process for adapting curriculum in inclusive classrooms.”
- (10/4) Stiggins, Chapter 10, “Performance assessment of skills and products.”
- (10/11) Woolfolk, Chapter 10, “Motivation in learning and teaching.”
- (10/11) Choate, Chapter 2, “Special needs of diverse learners.”
- (10/18) Castellano, Chapter 5, “Renavigating the waters: The identification and assessment of culturally and linguistically diverse students for gifted and talented education.”