

CSU San Marcos	EDMS 511: Teaching and Learning, I(3 units)
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CSUSM COE 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.

COURSE DESCRIPTION: “[EDMS 511] Focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive elementary classrooms. This course is aligned with California’s SB 2042 Standards (*General Catalog 2004-2006* p. 242).”

The 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;
- inform preservice candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- encourage further infusion of technology into curriculums.

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.

Teacher Performance Expectations (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential to 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 primarily addressed in this course:

TPE 6d: Engaging and supporting all learners (Student Study Team Assignment)
 TPE 10: Creating and managing effective instructional time (Classroom Management Assignment)

REQUIRED TEXTS:

Tomlinson, Carol Ann. (1999). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available as an e-book online.)

Choate, J. S. (2004) *Successful inclusive teaching (4th ed.)* Needham, MA: Allyn & Bacon.

Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development.

Woo (2003). *Elementary Teaching and Learning*. Pearson Custom Publishing.

Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for 1 year minimum).

<http://courses.csusm.edu>

OPTIONAL TEXTS:

Charles and Senter. (2005). *Elementary classroom management, 4th Ed.*

Charles. (2005). *Building classroom discipline, 8th Ed.*

Elementary Grades Task Force Report. *Elementary Makes the Grade*.

COURSE OBJECTIVES: Upon completion of EDMS 511, the teacher candidate will demonstrate understanding of:

1. theory and knowledge gained from CSUSM prerequisite and teacher education coursework and observation/participation experiences in public school settings by applying them to activities, applications, and assessments in EDMS 511.
2. teaching and including students with special needs by developing an action plan based on observation and the student study team process.
3. elementary classroom realities and situations by making appropriate decisions, based on multi-method and multi-source information, regarding instructional methods, content, student grouping, classroom and student management, and evaluation.
4. lesson planning, teaching, and assessment by preparing (and possibly teaching) lessons that accommodate student diversity and special needs, and provide for student success through appropriate effective practice and SDAIE and inclusion strategies.
5. the California state frameworks, standards, and model curriculum guides by applying them to planning and teaching.
6. personal professional growth by developing and managing an electronic portfolio

Additionally, upon completion of EDMS 511, the teacher candidate will:

7. appreciate the complexities of the teaching-learning process and of planning.
8. value the realities and rigors of the teaching profession.

EXPECTATIONS AND PROFESSIONALISM

Teacher education is a professional preparation program, and students are expected to adhere to standards of dependability, confidentiality, academic honesty, and writing achievement.

Regarding attendance: All students are expected to attend all classes and participate actively. **College of Education Attendance Policy:**

Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances, contact the instructors *before* class is missed and make arrangements to make up what was missed. At minimum, 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 possible grade earned will be a **C**. **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.**

Note: Attendance will be recorded by the instructor on nametags distributed at the beginning and collected at the end of every class meeting.

Punctuality. Please be on time to class and ready to work, and return promptly from breaks.

Dependability. Come to class prepared to discuss readings and to participate actively in discussions. When involved in group projects, share your resources and accept responsibility and accountability for the final outcome by fulfilling your obligations.

Collaboration. Work together in a supportive and mutually beneficial way.

Accommodation for Disabilities. Please discuss your needs with the instructor within the first week of the semester and contact Disabled Student Services, 5025A Craven Hall, (760) 750-4905 or (760) 750-4909 (TDD).

Plagiarism. All work submitted for this course should reflect students' 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.

<p><u>Regarding cell phones and pagers.</u> As a courtesy to everyone in the class, please turn off phones and pagers or set them to vibration before entering the classroom.</p>
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Regarding assignments. Students are responsible for all assignments. Dates for presentations and written assignments appear on the tentative course calendar in the course materials. Please be prompt with your work. Absences do not affect due dates. Additionally, please keep personal copies of all written work.

Regarding Below Standard Work. Students who earn a grade lower than **B-** on a paper *may* be invited to rewrite it (the instructor will make a note on your original work before it is returned to you). Rewrites are limited to one assignment per student. The rewrite, along with the original work, will be due one week after the original paper is returned to the student. *Note:* Both grades will be averaged; consequently, reworked papers will not be eligible for an **A** grade.

Grading Policy All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due.

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 a **B**). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which 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. To this end, students may be asked to show that their work was reviewed by staff in the CSUSM Writing Center. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Grades will be affected negatively as a result of this oversight. Each written assignment will be graded on content and context (detail, logic, synthesis of information, depth of analysis, etc.) (approximately 80%), and mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.) (approximately 20%). All citations, where appropriate, will use American Psychological Association (APA) format. Consult *American Psychological Association (APA) Manual*, 5th edition for citation guidance.

Grading also will include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of persons 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.

General criteria for written assignments:

Please note assignments are due whether or not you are present in class that day.

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

As stated earlier, you may use the services of the Writing Center to assist you in producing graduate-level papers. In general, the following expectations apply to all written assignments:

- content quality and clarity: depth and breadth, reflection and insights, scholarly discussion
- writing quality and clarity, including mechanics, spelling, grammar, appropriate language (Continued errors, as well as sexist and/or racist language are inappropriate and unacceptable.)
- appropriate use of respectful, person-first language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”—refer to custom resource book for additional information regarding objections and preferred language)
- overall appearance, completeness, timeliness, and inclusion of cooperative worksheet and/or other appropriate forms
- all assignments, except for in-class work such as quick writes and peer journal responses, are to be typed, double spaced.

General Grading Scale:	A = 93-100%	A- = 90-92%	
	B+ = 87-89%	B = 83-86%	B- = 80-82%
	C+ = 77-79%	C = 73-76%	C- = 70-72%
	D = 60-69%	F = below 59%	

You must maintain a **B** average (3.0GPA) with all grades at a **C+** or better in your teacher education courses to receive a teaching credential from the State of California.

Please think about these two things:

“The standard of excellence on any job site is defined by the sloppiest piece of work that you will accept.”

(F. Jones)

“If you don’t have time to do it right, when are you going to have time to do it over again?”

(Unknown)

Regarding readings. Textbook and supplemental readings provide the foundation for class discussions, participation, and assignments. Students will be responsible for and present assigned readings using a structure called *Circle the Sage*.

Regarding activities, assignments, and assessments.

- **Activities:** generally, application experiences done in class.
- **Application and Assessments:** individual and small and large group projects or presentations.

All activities, applications, and assessments ask you to apply, analyze, synthesize, and evaluate much of what is covered in this course. Each experience requires very focused attention to specific aspects of the inclusive elementary classroom setting. Some are intended to help you process and build foundational information and understanding. Others will be submitted for review and credit. Specific assignment details and expectations will be posted to the course WebCT.

Application 1, Teaching Demonstration. Using a structure called *Circle the Sage*, experts will synthesize an assigned chapter from the text or other readings, prepare a one-page chapter overview (icons/mind maps are strongly encouraged), and present the overview to the class. Presentations will be limited to 10 minutes.

Application 2, Language Acquisition/Cummins. Expert teams will provide overview or transitions to language acquisition based on work/text by Cummins (accessible on WebCT). To help us experience the four stages of language learning, experts for each of the “quadrants” of the Cummins’ model will create and direct a language arts lesson based on the children’s book by Baker called *I Thought I Heard*.

Applications 3 and 4: Lesson planning. These related applications are intended to guide you through multiple considerations of backward design/universal lesson planning, toward a successful outcome for you and all your students. For **Application 3**, you will follow *exactly* the outline of key considerations of backward/universal design as you think about a 20-minute lesson/teaching/learning experience (language arts or math, depending on your content methods course this term). The hope is that you begin to internalize these elements and considerations now in order to more easily plan lessons when you are teaching.

For **Application 4**, you will synthesize your thinking/work into a very short, concise version of a lesson plan (one cover page of relevant information and one plan page). Because in reality several developmental steps are likely to occur between **Applications 3 and 4**, it is hoped that you will apply your **Application 3** thinking in order to write a longer, more thorough version of the lesson plan for your methods class.

Application 5: Observation report. You will prepare a written report that outlines your observations and suggestions/action plan for a child in the public school setting. For this experience, a child on video viewed in class will be the subject of your report.

Application 6: Student Study Team. Teams will experience and demonstrate the SST process by applying the process to an assigned student description. This application will include both group and individual assessment/grades.

Application 7: Classroom Management. This application requires you to consider aspects of classroom management.

Application 8: Electronic Portfolio. Electronic portfolios are living documents of sorts, and you will maintain yours throughout your teacher training program. In light of the portfolio concept of collection, selection, reflection, you will begin your electronic portfolio this semester with a minimum of two entries: your SST application and your classroom management application.

Extra Credit opportunities for EDMS 511: You may submit either or both of the activities described below to earn up to 3 points for each. Submission deadlines are firm. Write-ups are to be posted via course mail (WebCT) by 6:00pm of the due date.

- **Teacher interview.** Interview a teacher or administrator. To earn up to 3 points extra credit, ask *probing* questions and these, along with the responses, are written and submitted *along with* personal reflective critique/reactions to the responses to the questions. Questions and reflective remarks must clearly show a high level of understanding regarding the elementary setting. (Post to course mail—check due date.)
- **Reflection.** Write a reflection regarding *one* of possible events available during the specific term (for example, Jones workshop, History Day, Hansen Symposium, a professional or content area conference, fall back-to-school night, or spring open house). To earn up to 3 points extra credit, include evidence of attendance (such as the admission receipt), a brief summary of the event, *along with* personal reflective critique/reactions to the experience. Remarks should clearly show a high level of understanding regarding the event and its relevance to the elementary setting. (1-2 pages, posted to course mail—check due date.)

QUICK SUMMARY: GRADED COURSE REQUIREMENTS. EDMS 511

10 pts	Application 1: Teaching Demonstration (Sage)	_____
10 pts	Application 2: Language Acquisition/Cummins	_____
10 pts	Application 3: Lesson planning overview	_____
5 pts	Application 4: Short version, lesson plan	_____
10 pts	Application 5: Observation report	_____
15 pts	Application 6: Student Study Team (combined score: group and individual)	_____
10 pts	Application 7: Classroom management	_____
10 pts	Application 8: Electronic portfolio	_____
20 pts	Other: professional demeanor, participation, group activities, attendance, observations (log, documentation),	_____
100 pts	Total points for course	_____
	Plus extra credit	_____

- *EXCEPTIONAL ACHIEVEMENT*, earned by work that is well presented, well organized, insightful, and technically correct.
- *COMMENDABLE ACHIEVEMENT*, earned by impressive and interesting work that is more loosely organized, less insightful, and not as informative as the *Exceptional* work.
- *ADEQUATE ACHIEVEMENT*, earned by work that, while acceptable, does not show good organization or display much critical thinking, insight, involvement, or growth.
- *MINIMAL EVIDENCE OF ACHIEVEMENT*, earned by work that lacks depth and is weak in content, thought, and presentation.
- *NO EVIDENCE OF ACHIEVEMENT*, earned by work that is completely off track, reveals no insights or other redeeming qualities, or is not the original work of the student.

Think about this:

"You can cover any amount of material in a semester
if you remove the students from the learning process."

Fred Jones

Three Rules of Work

Out of clutter, find simplicity.

From discord, find harmony.

In the middle of difficulty, find opportunity.

M. Baldwin

CSUSM program core themes

- Ways of learning and knowing—connected to practice
- Structures and procedures that promote learning
- Differentiated design
- Reflective practice/metacognition
- Teachers as professionals

California Standards for the Teaching Profession

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all learners
- Assessing student learning
- Developing as a professional educator

INFUSIONS:

Infused Competencies

Authorization to Teach English Learners 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.

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Class Norms . . .

Honor time

Take responsibility for
Your own learning and comfort

Participate actively

Honor learning styles

Observe "quiet sign," "quiet signal"

Have fun!!

I have downloaded and read this course syllabus for *EDMS 511*, fall 2004.

Date _____