

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

**EDMS 512: Elementary Teaching and Learning II
Differentiated Design for All Students
Fall 2004**

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**Mission Statement of the College of Education
Cal State San Marcos**

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, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

INFUSION

CLAD

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

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.

Prerequisite

Successful completion of EDMS 511.

Course Description

This collaboratively designed course, second in a two-semester sequence, is an introduction to the teaching and learning of all students. The course is built upon the principles of the Mission of the College of Education: diversity, educational equity, social justice, reflective teaching, and lifelong learning. General education, special education, and technology standards, and cross-cultural, language and academic development (CLAD) competencies are infused throughout the course. Class participants will use web-based components of the curriculum and observe/participate in public school settings.

Five themes frame the curriculum for both courses in the sequence, with increasing depth and complexity across the year:

- Structures and Procedures that Promote Learning
- Reflective Practice
- Ways of Learning and Knowing Connected to Practice and Social Commitment
- Differentiated Design
- Teachers as Professionals

Required Texts and Web Sites

1. Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Custom Reader
3. Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

California Teaching Performance Expectations

Candidates for the Multiple Subjects Credential will:

1. Make multiple subject matter comprehensible to all students by planning and designing instruction that reflects an understanding of the state-adopted academic content standards (TPE 1)
2. Monitor and support student learning during instruction (TPE 2)
3. Use, interpret, and give feedback on formal and informal assessment measures (TPE 3)
4. Make content accessible to all learners (TPE 4)
5. Ensure the active and equitable engagement of all students in the learning process (TPE 5)
6. Employ developmentally appropriate teaching practices to all learners (TPE 6a-d)
7. Demonstrate knowledge and understanding of theories, principles, and instructional practices for teaching English language learners, and employ linguistically appropriate teaching practices for English learners (TPE 7)
8. Demonstrate the ability to identify and design effective instruction for the needs, abilities, and development of all children and adolescents (TPE 8)
9. Demonstrate the ability to use collaboration, preferred (e.g., Student Study Team) and referral processes (e.g., IEP, ITP) to ensure the development of appropriate instruction for learners with unique learning characteristics (TPE 9 and TPE 12)
10. Plan and design learning experiences for children and adolescents that include goals, strategies, activities, materials, including technology, that coordinate effectively with academic content and the needs, abilities, and development of all children and adolescents (TPE 9)
11. Demonstrate the ability to create, maintain, and reflect upon effective environments for student learning by designing a unit plan that includes authentic reference to effective instructional time allocation and instructional time management (TPE 9 and TPE 10)
12. Demonstrate the ability to maintain effective social environments for student learning by including positive behavior supports and addressing social and emotional development of students in a classroom management plan (TPE 11)
13. Develop as a professional educator by demonstrating their knowledge and understanding of the professional, legal, and ethical obligations of the teaching profession (TPE 12 and TPE 13)

COE 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. Absences and late arrivals/early departures will affect your final grade. If you miss two class sessions you cannot receive an A. If you miss three class sessions you cannot receive a grade of B. Late to class or leaving early constitutes an absence. Should you have extenuating circumstances, please contact the instructor as soon as possible. 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.

Professional and Administrative Requirements

- Attend all class sessions, be on time, stay for the entire session, and contact the instructor and your class buddy when you must miss all or part of class.
- Use “person-first” language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”).
- Word process (12 font) and keep copies of all written work (for use as professional portfolio entries).
- Complete and hand in all assignments on the given due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor know.
- Participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.
- Maintain a portfolio for this class that contains evidence of your performance for all assignments and class reflections.
- Maintain a reflective professional journal that clearly shows your understanding of concepts presented and the connections that you have made to your professional practice. Opportunity for journal entries will be provided in class. Reflections will be collected at least once a week for instructor feedback.
- Observations/participate in a classroom. If you are assigned to a classroom you will have this experience once a week. If you arrange your own observations, you must observe for a total of 15 hours.

Semester Two Content

Ways of Knowing - Social commitment/awareness

Structures and Procedures – Communication and collaboration

Differentiated Design - Long-range planning

Reflective Practice – Teacher as inquirer

Teacher as Professional – Ethics & laws / Continuum of professional development.

Theme I: Ways of Learning and Knowing Connected to Practice and Social Justice

Teaching as social action

Social commitment and awareness

Accommodations for diverse learners

Grouping and cooperative learning

Theme II: Structures and Procedures that Promote Learning

The social environment and the democratic classroom
Creative solution finding
Natural support systems

Theme III: Differentiated Design

Long term planning, the big picture over the long haul
Academic year calendar/plan
Patterns and rhythms that define the unit of instruction, month, and year
Role of technology in student learning
Universal design for different needs/styles of learning

Adaptations for all learners

Theme IV: Reflective practice / Teacher as inquirer

Reflective teaching
Teaching as inquiry
Teacher research, classroom action research

The social environment
Family and Community connections

Theme V: Teachers as Professionals

Collaborative Activities and Opportunities

Professional Ethics and Laws:
Legal and Ethical Obligations to Students and Families
Reporting Laws / Special Education Laws

Continuum of Professional Development
Master's Degree, Special Certifications and Certificates
Accomplished Teaching: National Boards for Professional Teaching Standards (NBPTS)
Professional Leadership

Performance Assessment Events

- **CASE STUDY:** Observation paper regarding differentiation of curriculum
- **STUDENT STUDY TEAM:** Observation and report of effectiveness of a student study team.
- **INDIVIDUAL EDUCATION PROGRAM:** Observation and report of an IEP meeting.
- **PHILOSOPHY PAPER:** Current philosophy of education connected to instruction and learning.
- **JOURNAL REFLECTION:** Each class session will include a reflective journal write that will be turned in once a week.
- **PORTFOLIO PRESENTATION:** Selections from your portfolios will be presented in a class session session.

Assigning value

❖ CASE STUDY	20 points
❖ STUDENT STUDY TEAM	20 points
❖ INDIVIDUAL EDUCATION PROGRAM	20 points
❖ PHILOSOPHY PAPER	20 points
❖ JOURNAL REFLECTIONS	10 points
❖ PORTFOLIO PRESENTATION	10 points

LATE WORK AND REVISED WORK: Revised/late work will receive the following maximum points:

ORIGINAL SCORE	MAXIMUM POINTS FOR REVISED OR LATE WORK
30 points	25 points
20 points	15 points
10 points	7 points

GRADE ASSIGNED TO POINTS

95 – 100	A
90 - 94	A-
88- 89	B+
83- 87	B
80 - 82	B-
78 - 79	C+
73 - 77	C
70 - 72	C-
60 - 69	D
59 –below	F

CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) 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. Intragroup 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
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

CLAD Competencies Addressed in this Course

- *Test 1, II, B1-(Language Structure and First-And Second-Language Development) Theories and Factors in L1 and L2 Language Development. Psychological factors affecting L1 and L2 Development.
- *Test 2, I, A4-(Methodology of Bilingual, English Language Development and Content Instruction) The relationship between teacher expectations and student achievement.
- *Test 2, I, C2-Classroom organization
- *Test 2, II, A – (Theories and Methods for Instruction in and Through English) Teacher delivery for both English language development, and content instruction.
- *Test 2, II, C –Approaches with a focus on content area instruction (SDAIE)
- *Test 2, III, A & B-C- (Language and Content Area Assessment)-Purpose, Methods and State Mandates
- *Test 2, III, D1, D2b, D2c, 3, E-Limitations of Assessment
- *Test 3, II, A4-(Culture and Cultural Diversity) Manifestations of Culture: Learning about Students-Learning Styles
- *Test 3, II, B & C-How teachers can learn about their students & How teachers can use what they learn about their students (culturally responsive pedagogy)
- *Test 3, III, C & D- (Cultural Contact) The dynamics of prejudice and strategies for conflict resolution.

Case study (20 points)

Outcomes:

An opportunity for you to gain knowledge and understanding of the variety of learners in all classrooms. How flexible groups can assist with learning in a homogeneously and heterogeneously setting. To review differentiation of curriculum and learn appropriate methods to meet the learning needs of all students.

Requirements:

- This will be a 4 page paper, double spaced, and 12 size font.
- Observe a class with multiple student abilities.
- Identify special education students and GATE or high achievers in the class.
- Your case study will:
 1. Give an overview of how these two groups of students are served on a regular basis.
 2. Address how each group of students needs is addressed by the teacher.
 3. Observe a lesson where the students are placed in different groups and observe how these groups meet the criteria for flexible groups.
 4. Your discussion should include: how they were placed in the groups, how the curriculum was different, was it challenging for each group, what were the assessments, and any other connections you can make to flexible grouping you would use in your class.
 5. If you do not see evidence of the criteria for flexible groups discuss how you would change the lesson to meet the individual needs of each group.

Key skills/knowledge that will be evaluated:

- Demonstrates knowledge of GATE, high achievers, and special education students in a regular education class.
- To express your understanding of homogenous groups and how they relate to flexible group learning.
- Ability to observe a lesson and relate what is being taught to possible improvements in a lesson.
- Knowledge of how to differentiate curriculum to meet the diverse needs of all individuals in a class.
- Understand the importance of reaching all your students academic and behavior needs.

Student Study Team Meeting (20 points)

Outcomes: Knowledge and understanding the components of a Student Study Team and how the regular education teacher/s is involved.

Requirements:

- Attend a SST meeting at a school site.
- This paper must be 4 pages in length, double spaced, and 12 size fonts.
- Reflect on the model we discussed in class and address the following:
 1. What is the philosophy of the Student Study Team?
 2. Does the SST meet the legal requirements?
 3. What are the duties of the referring teacher?
 4. Who chairs the meeting and how did you see their responsibilities?
 5. Discuss the members of the team and their duties. How did you see this team working together?
 6. How are records kept of the meetings?
 7. What is the parent and student involvement?
 8. Were the interventions appropriate?
 9. How are outside agencies used?
 10. How does the model you observed differ from the one we discussed in class?
 11. How did you see this process supporting the child?
 12. What changes would you make to this schools process?

Key skills/knowledge that will be evaluated:

- How clearly you understand the process and the law that requires a school to conduct these meetings.
- Your knowledge of the processes and each members duties.
- Your ability to reflect upon the meeting and determine the teams philosophical beliefs of the process.
- How you feel the parents and student needs were addressed.
- Reflection on your job as a referring teacher in the future.

Individual Education Program IEP (20 points)

Outcomes: To gain knowledge of nondiscriminatory assessment processes for a child's eligibility for special education services. To gain insight and understanding of the roles and responsibilities of the regular education teacher in the IEP processes.

Requirements:

- Attend an IEP meeting (initial placement, 3 year evaluation, or exiting).
- Only attend as an observer of the processes.
- This is a 4 page paper, double spaced, 12 size font.
- You should reflect on our class discussion of an IEP meeting and address:
 1. What are the roles and responsibilities of each member of the team?
 2. What was the role of the parent and student?
 3. What was the role of the administrator?
 4. Was the atmosphere friendly and how were the parents informed of their rights?
 5. Was the team communication problem solving and was the family a part of the solutions?
 6. Were solutions appropriate for the child?
 7. Was the assessment of the child clearly related to the parents and staff?
 8. What additional ideas would you have to improve the processes?
 9. How do you see yourself as a regular education teacher involved in this processes?

Key skills/knowledge that will be evaluated:

- Your understanding of the IEP processes as a regular education teacher.
- How you see the support for the student, parent, and teacher.
- Your knowledge of the roles and responsibilities of all team members.
- How you might improve the processes you watched.
- How you saw the support of all members of the team towards the student and parent.

Philosophy Paper (20 points)

Outcome: To be able to relate the philosophical theories to the practical classroom methodologies. You will develop your current philosophy of education using theories you will embrace in your classroom.

Requirements:

1. Develop your philosophy of education based on learning and instruction.
2. Four page paper, 12 font, and double-spaced.
3. This paper will have 5 components:
 1. You will write your philosophy by writing about key characteristics of learning (as you see them) and the implications for how you will teach. This will provide you with an opportunity to consider the principles upon which your instruction will be based.
 2. Share your beliefs about inclusion of all students and how you will address the diverse learners in your class.
 3. How you will use content standards in all subject areas to help students meet mastery.
 4. How you will involve parents in their child's academic success.
 5. Discuss assessment and how you will use the results in your unit/lesson planning.

Key Skills/knowledge that will be evaluated:

- Is your writing clear about key characteristics of learning?
- Are you clear about the philosophy that you have incorporated?
- Would a future principal know what learning and instruction techniques you would be using by reading this paper?
- Does the parent component address the needs of all parents and clearly outline ongoing communication?
- Are all students' needs met through a variety of presentation of content?
- Does the classroom assessment guide your instruction giving students multiple opportunities to be successful?

Portfolio Presentation (10 points)

Outcome: To present a portion of your professional during a class session.

Requirements:

- To review all items that has been placed in your professional portfolio for the past two semesters.
- Make selections of items based on the TPE's for both semesters.
- Individually you will present a part of your portfolio to the class.
- Your presentation to the group should be three to five minutes in length.

Key skills/knowledge that will be evaluated:

- Knowledge of TPE's that is required in EDMS 511 and 512.
- Your presentation of portfolio items is presented in an interesting manner to the group and that would simulate a teacher interview.
- To discuss your portfolio demonstrating your knowledge of curriculum and instruction in connection to student learning.

**TENTATIVE COURSE SCHEDULE
EDMS 512: TEACHING AND LEARNING II
FALL 2004**

Session	Date	Topic	Related reading	Assignment Due
1	8/30/04	Introduction		
2	9/6/04	HOLIDAY		
3	9/13/04	Gifted and Talented Students	Theme 4	
4	9/20/04	Differentiated Instruction: Flexible Group	Theme 2	
5	9/27/04	Student Study Team	Review Choate Part Two, Theme 5	
6	10/4/04	Individual Education Program	Review Choate Part Two, Theme 5	Bring a school/parent communication
7	10/11/04	Authentic assessment	Theme 1	Case Study
8	10/18/04	Use of Reasoning for Learning: Comprehension strategies	Theme 1	
9	10/25/04	Motivation in learning	Theme 2	
10	11/1/04	Connecting Art With Content Standards	Theme 3	IEP and SST
11	11/8/04	Curriculum mapping workshop	Theme 3	Group presentation curriculum maps
12	11/15/04	Problem based learning	Theme 2 & 4	Bring your group lesson plan from last semester
13	11/22/04	Rubrics and formal reporting of academic progress	Theme 3	Bring a report card from a school district
14	11/29/04	Assessment	Theme 3	
15	12/6/04	Teaching as a profession	Theme 5	Philosophy paper
16	12/13/04	Portfolio presentation	Theme 5	

Each week the reflective journal will be collected for review and feedback.