

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

Education/Multiple Subject (EDMS) 512  
Elementary Teaching and Learning II  
UNIV 442 Fall 2003  
Tuesday/Friday 8:00-10:50 AM

Instructor: Kimberley A. Woo, Ed.D., [kwoo@csusm.edu](mailto:kwoo@csusm.edu)  
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Office Hours: 7:15-7:45 AM, 11:00-1:00 PM on Tuesdays; 7:15-7:45 on Fridays  
and by appointment

**Mission Statement of the College of Education, CSUSM**

The mission of the College of Education 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.

**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**

- Marion, Valadez, Woo. (2002). *DEEP dialogue about teaching and learning EDMS 511/512*. Custom reader: Allyn Bacon.
- ISTE NETS resource book.
- Choate, J. (2004/2000). *Successful inclusive teaching: Proven ways to detect and correct special needs*. Needham Heights, MA: Allyn and Bacon.
- Villa, R., & Thousand, J. (2002/1995). *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.

### College of Education attendance policy

Due to the interactive nature of courses in the College, 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.**

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(student’s name/ signature and date)

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(home telephone/cell phone)

**Attendance/participation (16%)**

9/2	_____	9/30	_____
9/5	_____	10/3	_____
9/9	_____	10/7	_____
9/12	_____	10/10	_____
9/16	_____	10/14	_____
9/19	_____	10/17	_____
9/23	_____	10/21	_____
9/26	_____	10/24	_____

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

**Individual assignments (40%)**

9/12	Draft of <i>Refined Philosophy of Education</i>	_____ (5%)
9/23	SST scenario response	_____ (5%)
9/26	Write-up of “free” community resource	_____ (5%)
10/7	IEP reflection	_____ (5%)
10/7	Draft of portfolio	_____ (10%)
10/21	Final Portfolio and presentation	_____ (10%)

**Group assignment (35%)**

9/23	SST small group scenarios	_____ (10%)
10/24	In-class case analysis	_____ (15%)
On-going	Peer teaching	_____ (10%)

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

- September 2 T Introduction to course
- Review course themes.
  - Review syllabus and course expectations.
  - Review elements of a lesson plan.
  - “I am a teacher” poem.
  - As a whole group, begin designing a 10 pt. rubric for on-going peer teaching.
  - Select peer teaching day/topic.
  - \* Bring a copy of current resume to next class.
  - \* Bring a copy of *Philosophy of Educational* statement to next class.
- September 5 F “Teacher as a professional: Continuum of professional development” day 1
- Discuss elements of a portfolio.
  - Create a rubric for final portfolios and presentations.
  - Work on resumes in small groups.
  - Begin refining *Philosophy of Education* statements in small groups.
  - \* Bring a copy of school and/or district policies regarding teachers’ professional responsibilities/expectations to the next class.
  - \* <http://www.btsa.ca.gov>
- September 9 T “Teacher as a professional: Ethics and law” day 2
- 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.
  - *Code of ethics* activity.
  - \* Villa, Thousand. Chapter 2 “Contemplating inclusive education from a historical perspective.”
- September 12 F “Structures and procedures: Collaboration and communication” day 1
- 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.
  - \* **Turn in a refined draft** of the *Philosophy of Education statement*.
  - \* Woolfolk, Chapter 10, “Motivation in learning and teaching.”

- September 16 T “Structures and procedures: Communication and collaboration” day 2
- Introduce SST.
  - Show video/WebCT of SST.
  - Highlight key elements of SST.
  - Review case analysis format.
  - \* Choate, Chapter 1, “Teaching all the students; A mandate for educators.”
- September 19 F “Structures and procedures: Collaboration and communication,” day 3
- Work in small groups on designing SST scenarios.
  - As a class, collectively create a 5 pt. rubric to assess individual responses to SST scenarios.
  - Review key elements of SST.
  - Present format for free community resource.
  - \* Choate, Chapter 2, “Special needs of diverse learners.”
- September 23 T “Structures and procedures: Individual reflection” day 4
- Individually respond to SST scenario.
  - Assess response using 5 pt. rubric.
  - \* <http://www.csusm.edu> (review descriptions of various Master’s programs)
  - \* present key points from other MA programs (e.g., local, state, national, international, virtual)
- September 26 F “Reflective practice: Teacher as inquirer” day 1
- Examine National Standards, California State, and ISTE standards.
  - Create a portfolio rubric.
  - \* **Submit completed form, one “free” community resource.**
  - \* <http://www.nbpts.org>
  - \* <http://www.cde.ca.gov/standards>
  - \* <http://www.iste.org/news/2002/10/23-nasbe/nasbe-tech-supported-2002.pdf> (p.4, Figure 2)
- September 30 T “Reflective practice: Teacher as inquirer, infusing technology” day 2
- **Class held in computer lab, ACD 206.**
  - 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.

- October 3 F “Differentiated design” day 1
- Familiarize students with IEP.
  - Review key aspects common among all IEPs.
  - Review history and legislation that determines IEP procedures.
  - \* Udavari-Solner, Villa, and Thousand, “Access to general education curriculum for all: The universal design process”  
**(from the EDMS 511 Theme three readings).**
- October 7 T “Differentiated design” day 2
- Show good/bad IEP videos.
  - Explain importance of documentation.
  - **Discuss IEP process in small groups, then write and submit individual reflections.**
  - \* **Submit a draft of portfolio. Include a 3-5 page introduction that introduces thematic organization.**
  - \* Bring a copy of year-long school or district calendar to the next class.
  - \* Bring a copy of state or district grade-level standards to the next class.
  - \* Villa, Thousand, Chapter 6, “A process for adapting curriculum in inclusive classrooms.”
- October 10 F “Differentiated design: Long-range planning” day 3
- Think more about developing a year-long plan
  - Work in teams 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.”
- October 14 T “Structures and procedures: Communication and collaboration” day 4
- Encourage students to think about a learning opportunity(ies) outside of the classroom (e.g., field trip).
  - In small groups, draft a letter home.
  - Recommend a timeline for planning, executing, and debriefing of the learning experience.
  - Woolfolk, Chapter 2, “Creating learning environments”  
**(from the EDMS 511 Theme two reading).**

- October 17 F “Reflective practice: Social commitment and awareness” day 1,
- Have students think about their roles 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.**
  - \* Sternberg & Williams, Chapter 6, “Group differences: socioeconomic status, ethnicity, gender, and language” **(from EDMS 511 theme four reading).**
- October 21 T “Ways of knowing” Social commitment and awareness” day 2,
- Present portfolios in small groups.
  - Refer to class rubric.
  - \* Castellano, Chapter 5, “Renavigating the waters: The identification and assessment of culturally and linguistically diverse students for gifted and talented education.”
- October 24 F Wrap up
- **Class held in computer lab, ACD 206.**
  - Case analysis.
  - Course evaluations.

EDMS 512 Peer Teaching Calendar (Fall 2003, Tuesday/Friday 8:00-10:50 AM)

<u>Date</u>	<u>Teaching</u>	<u>Snacks</u>
9/2 T	Introduction Woo	Woo
9/5 F	Woo	Everyone brings
9/9 T	Robert and Jill	
9/12 F	Sarah and Carly	
9/16 T	Andrea and Elizabeth	
9/19 F	Deanna and Tricia	
9/23 T	Gina and Karen H.	
9/26 F	Becky, Brooke, and Lori	
9/30 T	No peer teaching	Everyone brings
10/3 F	April and Daniel	
10/7 T	Taryn and Tiffany	
10/10 F	Amy and Jodi	
10/14 T	Charise and Mindy	
10/17 F	Karen L. and Michelle	
10/21 T	Rita, Mike, and Lisa	
10/24 F	Woo	Computers, no food