

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

Education/Multiple Subject (EDMS) 511

Elementary Teaching and Learning I

Fall 2002

Monday/Thursday 11:30-2:15 ACD 404

| | | |
|---------------|---|--|
| Instructors: | Kimberley A. Woo, Ed.D. | Leslie Mauerman, MS. Ed. |
| E-mail: | kwoo@csusm.edu | lmauerman@csusm.edu |
| Office/phone: | 404 University Hall (760) 750-8515 | |
| Office Hours: | Monday/Thursday 10:30-11:30, 2:30-3:30, and by appointment | Monday 2:30-4:00 and by appointment |

Mission Statement of the College of Education, CSUSM

The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning, and service. We value 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 is met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework. (See last page of the syllabus for a description of the competencies.)

Course Description

This course requires participation in public schools and other education-related contexts. This course is designed:

- to introduce preservice candidates to numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to special education;
- to encourage the infusion of technology into curriculums.

Course Objectives

The purposes of this course are threefold:

- to familiarize preservice candidates with general learning theories and 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

- Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.
- Marion, R., Valadez, G. & K. Woo (Compilers) (2002). *DEEP Dialogue About Teaching & Learning*, Boston, MA: Prentice Hall Custom Reader.
- *National Educational Technology Standards for Students: Connecting Curriculum and Technology* (2000). Ruston, LA: International Society for Technology in Education (ISTE).
- Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Administrative-notebook with dividers: notes, activities, additional handouts

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).

Plagiarism

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

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 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 instructors.

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, 5th edition, for guidance. Neglecting to do the above will impact the instructors' abilities to read and understand the text; the assignment's grade will be negatively affected as a result of this oversight.

September 5 Th

Introduction to course (W)

1. Who are we?
2. SELF Personality learning profile.
3. “New Social Studies” sorting activity.
4. Review syllabus and course requirements.

HW:

- Self-profile of Learning Style (1-2 total pages)
Describe your learning style (1 paragraph). Recall one occasion during which this style proved to be either a strength or weakness in the particular learning environment.
- Make preparations to teach a 5-minute lesson (to three classmates) on any topic. Bring enough materials for three “students.” This activity will occur in the next class, September 9.

9 M

Ways of knowing connected to practice (M & W)

1. Talk about Disabilities characteristic matrix.
2. Discuss learning styles in small and whole group.
3. 5-minute lesson teaching in small groups.
4. Create criteria for on-going practice teaching activities.
5. Mini-lecture on Piaget and Vygotsky.

HW:

- Chapter 4: Cognitive Development I, Piaget and Vygotsky (pp.7-46).
- Get a copy of state and/or school district description of grade-level competencies of the grade you are observing.

12 Th

Ways of knowing connected to practice cont. (W)

1. Jigsaw activity with other educators: John Dewey, Howard Gardner, Carol Gilligan, Gloria Ladson-Billings, **Sped?**
2. Create a chart that summarizes main points of the various educational philosophies.
3. Discuss positive/negative aspects of organizing information via a chart.
4. Propose other ways to help organize information.
5. Review fundamentals of observation.
6. In groups of 3-4 students, go out onto campus and sketch a place. Note interactions, patterns of movement, and ways the setting influenced interactions.

HW:

- Chapter 5: Cognitive Development II, Cognitive Processes (pp. 49-95).
- Villa/Thousand, chapter 6.

- 16 M **Structures and procedures that promote learning(M/W)**
1. Quick write--personal memory from experience with group work.
 2. Pair share.
 3. Share with class.
 4. Write on board important considerations when planning for group work.
 5. Discuss observations of physical environment in classrooms.

HW:

- Chapter 6: Nature of and struggle for power (pp. 231-254).
- Chapter 3: Managing the physical environment (pp. 255-268).
- Choate, chapter 14.
- Observation of physical environment (Sketch plus 1-2 total pages)
 1. Sketch the physical layout of the classroom (e.g. desks, chairs, windows, doors, blackboard, cubbies, closet, resource storage, bulletin boards, lighting, ventilation, sound etc.)
 2. Discuss one to three aspects about the classroom's physical environment and ways it/they may positively, negatively (or a mixture of both) influence the context and student performance.

- 19 Th **Structures and procedures . . . cont. (W)**
1. Brainstorm ways to establish a "safe" classroom environment.
 2. Discuss ways in which classroom rules from observation sites promote/hinder classroom "safety."
 3. Distribute and discuss "classroom safety" ideas from Poway district.
 4. Debrief Cultural Plunge experiences.

HW:

- Chapter 2, Why we need classroom rules (pp. 183-205).
- Chapter 5: Democratic consequences (pp. 207-229).
- Bring a list of classroom rules from the room you are observing.
- Cultural Plunge (3-5 total pages)
 1. Describe the overall setting of the "unfamiliar" culture (e.g., race/ethnicity, disabilities, gender, sexuality, religious, social/economic) (1-2 paragraphs).
 2. Briefly describe the meaningful interaction(s) with an individual(s) from this culture (1-2 paragraphs, cont)

3. Discuss one-three similarities/differences between the individual's(s) perspective(s) and your own.
4. Propose and discuss one to three (see above point) strategies that might be used in learning environments to accommodate these differences.

23 M

Differentiated Design (M & W)

1. Universal Design.
2. Observation form of special needs distributed.
3. Distribute *Courage for the discouraged* in-class.
4. Quick write.

HW:

- Choate, chapters 1,3.
- Villa/Thousand, chapter 5 & pp.125-135.

26 Th

Differentiated design cont. (W)

1. Review various lesson plan formats.
2. Introduce idea of year-long planning.
3. In small groups (based on similar learning styles), have students draft one lesson plans that target their preferred learning style.
4. Ask students to adjust the same lesson plan to target a different learning style.
5. Explain the adjustments to the whole class.

HW:

- Chapter 4: Teacher as designer II: Teacher's lesson planning (pp. 351-375).
- Thousand article on Universal design.
- Bring a copy of the school calendar from observation site.

30 M

Differentiated design cont. (M & W)

1. Library field trip (curriculum resources room, education journals).

October

3 Th

Reflective practice (W)

1. *Eye of the Storm* video.
2. Discuss as a class, "Do you feel Jane Elliot's approach to facilitating personal growth was acceptable for 3rd graders?"
3. Discuss the use of role-playing and simulations.

HW:

- Chapter 2: Class (pp. 456-493).
- Chapter 3: Racism in schools (pp. 579-616).
- Observation of special needs (3-5 pages)
 1. Briefly describe context of observation (contd...)

(1-2 paragraphs).

2. Briefly describe child and particular special need (1-2 paragraphs).
3. Describe ways in which other students, the teacher, and the setting supported, ignored, and/or negatively impacted this child's school experience.

7 M

Reflective practice cont. (M & W)

**Meet in computer lab for this class.*

1. Introduce Disability characteristics matrix.
2. Begin working on the matrix in class.

HW:

- Choate, chapter 2, 15.

10 Th

Reflective practice cont. (W)

1. Introduce case analysis approach, a strategy for solution finding.
2. Practice case analysis techniques in small groups.
3. Brainstorm ways in which case analysis techniques can be incorporated into curriculum.

HW:

- Chapter 4, Gender (pp. 496-530).
- Chapter 6, Religion (pp. 531-574).
- Chapter 2 excerpt: Latino/Hispanic Diversity (pp. 575-578).
- Keep working on Disabilities characteristics matrix

14 M

Teacher as professional (W)

1. In small groups review oaths and codes from various professions.
2. Highlight similarities and differences among professions.
3. Define "professionalism for teachers."
4. As a group, try to compile a list of ten items/aspects of professions/professionalism.
5. Distribute and review Poway criteria.
6. Share internet research findings.

HW:

- Use the internet to find (and bring a hard copy to class) 2-3 documents/articles/list of recommendations that address "teacher professionalism".
- ISTE NETS, chapter 1.
- Disabilities characteristic matrix due.

- 17 Th **Teacher as professional cont. (W)**
1. Define resume and C.V.
 2. Work in small groups- peer edit resumes
 3. Discuss importance of professional demeanor, attire and grooming.
 4. Electronic portfolio presentation.
- HW:
- Bring four copies of resume to class.

- 21 M **Teacher as professional (M & W)**
1. Mock interviews
 2. Debrief after each interview
- HW:
- Come to class in “professional attire”
 - Review California Standards for the teaching profession
<http://www.ctc.ca.gov/cstpublication/cstpreport.html>
 - Come dressed in professional attire.

- 24 Th **Wrap-up (W)**
1. Complete case analysis in-class.

EDMS 511 (Monday/Thursday 11:30-2:15 pm)

| <u>Date</u> | <u>Teaching</u> | <u>Snacks</u> |
|-------------|---------------------|---------------|
| 9/5 Th | Introduction-Woo | Woo |
| 9/9 M | Mauerman & Woo | ½ class |
| 9/12 Th | Woo | ½ class |
| 9/16 M | Mauerman & Woo * | |
| 9/19 Th | Woo * | |
| 9/23 M | Mauerman & Woo * | |
| 9/26 Th | Woo * | |
| 9/30 M | Mauerman & Woo * | |
| 10/3 Th | Woo * | |
| 10/7 M | Mauerman & Woo * | |
| 10/10 Th | Woo * | |
| 10/14 M | Woo * | |
| 10/17 Th | Woo * | |
| 10/21 M | Mauerman & Woo | |
| 10/24 Th | Wrap up | EVERYONE☺ |

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 instructor **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+”.

_____ (student’s name/ signature and date)

_____ (home telephone/cell phone)

Attendance/participation (15%)

| | | | |
|------|-------|-------|-------|
| 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 | _____ |
| 9/30 | _____ | | |

Individual assignments (45%)

| <i>Due Date</i> | <i>Assignment</i> | <i>Grade</i> |
|-----------------|-------------------------------------|--------------|
| 9/5 | SELF profile | _____ (5%) |
| 9/16 | Observation of physical environment | _____ (5%) |
| 9/19 | Cultural Plunge | _____ (10%) |
| 10/3 | Observation of special needs | _____ (10%) |
| 10/14 | Disability characteristics matrix | _____ (15%) |

Group assignment (40%)

| | | |
|----------|------------------------|-------------|
| 10/24 | In-class case analysis | _____ (20%) |
| On-going | Peer teaching | _____ (20%) |

Total _____ **(100%)**