

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

**EDMS 511: Elementary Teaching and Learning I  
Differentiated Design for All Students**

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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.

Authorization to Teach English Learners. This credential 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 met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

**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.

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS) in Craven Hall 5205 at 760-750-4905 or TTY (760) 750-4909. Eligible students may contact John Segoria during his office hours or in a more private setting in order to ensure confidentiality.

**Prerequisite:** Admission to the Multiple Subject Credential Program.

**Course Description**

This collaboratively designed course, first 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 and social justice, reflective teaching, and lifelong learning. General education, special education, and technology standards, as well as 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:

- Ways of Learning and Knowing-Connected to Practice
- Structures and Procedures that Promote Learning-Setting up a Classroom
- Differentiated Design-Elements of a lesson plan
- Reflective Practice-Meta-cognition
- Teachers as Professionals-Demeanor/CA Standards for the Teaching Profession

### **Required Texts and Web Sites**

1. Choate, J. S. (2000). *Successful inclusive teaching: (3<sup>rd</sup> 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.
4. ISTE: National Educational Technology Standards for Students

### **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, referral (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, and use of technology, that coordinate effectively with academic content and the needs, abilities, and development of all children and adolescents (TPE 9)
11. Use instructional time to optimize the learning opportunities for all students. (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)
14. Demonstrate a sound understanding of technology operations and concepts, plan and design effective learning environments and experiences supported by technology, and implement curriculum plans that include methods and strategies for applying technology to maximize student learning. (TPE 14)
15. Identify issues of social justice and equity in the classroom and apply appropriate instructional strategies to ensure equal outcomes for diverse students, demonstrate familiarity with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction and democratic education. (TPE 15)

### **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 can not 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 (3.0 GPA) 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 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.
- Any time you have questions or concerns, please contact your instructor immediately.
- 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.
- Include in your portfolio a revised draft of the Philosophy of Education that you presented in your Education 350 course. If you have not written a Philosophy of Education, now is the time to write your first draft for your portfolio.
- 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.
- Observe/participate in a classroom. You must observe for a total of 15 hours.

## **Performance Assessment Events**

- **Observation Report: Children at Play.** Observe children in a naturalistic play setting (e.g. park, recess, beach).
- **Observation of Student with Special Learning Needs.** Observe in multiple public school settings, with recommendations for appropriate accommodations.
- **Cultural Plunge.** Experience an unfamiliar environment and connect the experience to your professional practice.
- **Catastrophic Event Case Study.** Understand the teacher’s role when a catastrophic event affects the school community.
- **Inclusion Interview Response.** Formulate convincing argument regarding questions and concerns about the education of diverse learners in general education.
- **Lesson Plan Design and Presentation.** Design a lesson plan based on universal access that reflects appropriate assessment and technology. Present the plan to peers. This will be specifically outlined in class.

## **Assignment Values**

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| • Observation Report: Children at Play               | 10 points |
| • Observation of Student with Special Learning Needs | 20 points |
| • Cultural Plunge                                    | 15 points |
| • Catastrophic Event Case Study                      | 15 points |
| • Inclusion Interview Response                       | 10 points |
| • Lesson Plan  | 20 points |
| • Presentation                                       | 10 points |

Late work/revised work will be accepted **only in the class session following the return of the assignment.** Revised/late work can only receive the following maximum points:

<b>Original Score</b>	<b>Maximum points for revised or late work</b>
20 points	15 points
15 points	12 points
10 points	7 points

## TENTATIVE COURSE SCHEDULE

EDUCATION 511: TEACHING AND LEARNING I Monday 6:00-8:45

Session	Date	Topic	Reading Due	Assignment Due
1	9/09/02	Introduction		
2	9/16/02	Cognitive Development: Piaget and Vygotsky	Cognitive Development Reader p. 7-46	
3	9/23/02	Teaching with the Brain in Mind	Cognitive Processes p. 49-95	<b>Observation Children at Play</b>
4	9/30/02	Diversity	Villa/Thousand ch. 7 And pages 13-15	<b>Inclusion questions</b>
5	10/7/02	Learning needs of all students	Choate 1,2,3 (Read with a colleague!)	
6	10/14/02	Managing the Learning Environment	Managing the Physical Environment, p.255-268 Choate 15	<b>Cultural Plunge</b>
7	10/21/02	Building a Community of Learners	Why We Need Classroom Rules, p. 183-205	
8	10/28/02	Democratic Consequences Nature/ of struggle for power	Reader, p. 183-205	<b>Observation of special needs</b>
9	11/4/02	Specific behavior problems. Managing classroom during catastrophic event	Choate 14	
10	11/11/02	How do I know what to teach my students?		
11	11/18/02	Lesson Planning = Excellence	Villa 5 & 6	<b>Catastrophic event case study</b>
12	11/25/02	Lesson planning workshop	Villa article: Access to General Education For All	
13	12/2/02	Adding technology	Chapter 1 National Educational Technology Standards for Students	
14	12/9/02	Lesson plan presentations		<b>Lesson plans</b>
15	12/16/02	Collaboration Lesson plan presentations	Choate 16	