

California State University San Marcos
College of Education
EDMS 511, Elementary Teaching and Learning I
UH 337 (crn 21794), spring 2008
Tuesday 7:30-2:20PM

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Office Hours: Tuesday and Friday 6:45-7:15 AM, 2:15-2:45 PM, and by appointment.

Mission Statement of the College of Education, CSUSM

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.

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 Prerequisite

Admission to the Multiple Subject program.

Course Description

This course requires participation in public schools and other education-related contexts and 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 and abilities 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by telephone at (760) 750-4905 or (760) 750-4909 (TDD users). Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Required Text

- Grant, C. & Gillette, M. D. (2006). *Learning to teach everyone's children: Equity, empowerment, and education that is multicultural*. Belmont, CA: Thomson Higher Education.
- Turnbull, A. & Turnbull, R. (2007/2004). *Exceptional lives: Special education in today's schools*. Upper Saddle River, NJ: Pearson.
- Villa, R., & Thousand, J. (2002). *Creating an inclusive school*. Alexandria, VA: ASCD.
- Wong, H.K. & Wong, R.T. (1998). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong.
- **RETRIEVE ON-LINE (<http://cnet.iste.org/>)**
International society for technology education. (2000). *National educational technology standards for students: Connecting curriculum and technology*. Washington, DC: U.S. Department of Education.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentations assignments must be original work. All ideas/materials that are borrowed from other courses must have appropriate references to original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index/html>. If there are questions about academic honesty, please consult the University catalog.

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. (Refer to American Psychological Association (APA) manual, 5th edition, for guidance.) Neglecting to do so 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 the following:

- 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.

Writing

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in the following assignments:

1/29	SELF Profile	(1-2 pages)	5 %
2/5	Observation of a child with special needs	(1-2 pages)	5%
2/12	TPE responses 6D/ TPA Task 1	(2-3 pages)	5%
2/19	Cultural Plunge	(3-5 pages)	10%
2/26	Observation of a physical environment	(1-2 pages)	5%
3/4	Resume	(1 page)	5%
3/11	In-class case analysis	(5+ pages)	20%

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 (equal to whole day, e.g., 7:30-2:20 PM) 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 automatically excuse them.**

Student Learning Outcomes

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. This course is designed to help teachers seeking a teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all 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. You will be required to formally address the following TPEs in this course:

TPE 6D - Special Education

- Articulates rationale for inclusive education for all students
- Understands and applies principles of universal design to differentiate instruction
- Develops modifications and adaptations in curriculum assessment and instruction for students with special needs
- Understands of roles and responsibilities as members of SST & IEP Teams
- Collaborates with others to plan, teach and assess students with special characteristics

TPE 9 - Instructional Planning

- Consistently establishes short and long term goals
- Develops sequences of instruction and connects the learning to the students' prior knowledge and student backgrounds, needs and abilities.
- Selects strategies/activities/materials/resources that are appropriate for the students in that classroom

January 22

Introduction to course

1. Blue Socks
2. “New Social Studies” sorting activity.
3. SELF profile learning style.
4. Review syllabus and course requirements.
5. Discuss class times, location, and attendance policy.
6. Introduce H. Gardner’s theory of multiple intelligences.
7. Introduce generic lesson plan format.
8. Begin creating criteria for peer teaching activities.
 - Make preparations to teach a 5-minute lesson on any topic. Bring enough materials for three “students.” This activity will occur during the next class, January 29.
 - Use the internet to learn more about one other educator’s notion of “intelligence.” Print 3 copies of the “article” and bring to class on September 5.

January 29

1. 5-minute lesson teaching in small groups.
2. Jigsaw activity regarding “intelligence.”
 - a. Create a chart that summarizes main points.
 - b. Discuss positive/negative aspects of organizing information via a chart.
 - c. Propose other ways to help organize information.
3. Review fundamentals of observation.
 - a. 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.
 - b. Share observations and discuss techniques.
4. Discuss TPA Task 1.
5. Time to work on scenarios 1 & 2
 - 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.
 - ISTE
 - *Overall Introduction (pp.1-2)
 - *Section 1, Integrating technology in General Education (pp.43-51)
 - *Language Arts (pp. 132-140)
 - *Math (pp. 141-150)

February 5

1. Introduce Student Study Team (SST) process.
2. Show video of SST.
3. Highlight key elements of SST.
4. Select characteristics of “student” for SST scenarios.
5. Work in small groups on SST scenarios.
6. Small group simulated SST presentations to whole class.
7. Debrief SST process as a whole group.
8. Introduce Taskstream (**demonstration in the computer lab, location to be announced**).
9. Discuss TPE 6D and 9 response, format, and rubric.
10. Pros and cons of hard copy portfolios and electronic portfolios.
11. Time to work on TPE 6D and 9.
 - <http://lynx.csusm.edu/coe/eportfolio/index.asp>
This will take you to the CSUSM COE website where you will get help with how to create your electronic portfolio and information on the required elements.
 - <http://www.taskstream.com>
This is the Taskstream home page where you will register for Taskstream and return to when working on your electronic portfolio.
 - Observation of special needs (3-5 pages)
 - a. Briefly describe context of observation (1-2 paragraphs).
 - b. Briefly describe child and particular special need (1-2 paragraphs).
 - c. Describe ways in which other students, the teacher, and the setting supported, ignored, and/or negatively impacted this child’s school experience.
 - Wong & Wong (Units A & B), optional Wong Unit C

February 12

1. In small groups review oaths and codes from various professions.
2. Highlight similarities and differences among professions.
Define “professionalism for teachers.”
3. Discuss professional attire and behavior within cultural contexts.
4. Introduce case analysis approach, a strategy for solution finding.
5. Practice case analysis techniques in small groups.
6. Brainstorm ways in which solution-finding process of case analysis can be incorporated into curriculum.
 - TPE 6D and 9 posted by 5PM.
 - Grant & Gillette (chapters 2)

February 19

1. Share Cultural Plunge experiences.
2. Discuss ways in which “culture (broadly defined) impacts the
3. classroom, school, larger learning community.
4. As a group, try to compile a list of ten items/aspects of professions/professionalism.
5. Distribute and review Professionalism criteria from Poway.
6. Share internet research findings.
7. Create Disabilities characteristics matrix chart.
 - 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) an individual(s) from this culture (1-2 paragraphs).
 3. Discuss one-three similarities/differences between the individual’s(s) perspective(s)/abilities and your own.
 4. Propose and discuss one to three (see above point) strategies that might be used in learning environments to (contd.)
accommodate these differences.
 - **Bring Turnbull & Turnbull text to class.**
 - Turnbull & Turnbull (chapter 1)

February 26

1. Discuss classroom management and theories.
2. Role-play management scenarios.
3. Debrief and discuss effectiveness. Consider context specifics.
4. Discuss observations of physical environment in classrooms.
5. Brainstorm ways to establish a “safe” classroom environment.
6. Discuss ways in which classroom rules from observation sites promote/hinder classroom “safety.”
7. Distribute and discuss “classroom safety” ideas from Poway district.
8. Show video clip from Wong & Wong.
9. Define resume and C.V.
10. Work in small groups- peer edit resumes.
 - Bring a list of classroom rules from the room you are observing.
 - Bring four hard copies of your resume to class.
 - Observation of physical environment (Sketch plus 1-2 total pages)
 - a. Sketch the physical layout of the classroom (e.g., desks, chairs, windows, doors, blackboard, cubbies, closet, resource storage, bulletin boards, lighting, ventilation, sound etc.)
 - b. 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.
 - Grant & Gillette (Chapter 3)

March 4

1. Mock interviews.
2. Debrief after each interview.
3. Answer questions related to case analysis process.
4. Trip to the library to learn about Kellogg education-related resources (e.g., Hansen, “L” call number).
 - Come to class in “professional attire”
 - Review California Standards for the teaching profession <http://www.ctc.ca.gov/cstpublication/cstpreport.html>
 - Villa & Thousand (Chapter 6)
 - Submit one copy of an edited resume

March 11

1. Complete case analysis in-class.
2. *Eye of the Storm* video.
3. Discuss as a class, “Do you feel Jane Elliot’s approach to facilitating personal growth was acceptable for 3rd graders?”
4. Discuss the use of role-playing and simulations.
5. Course evaluations.
6. Celebration 😊

_____/_____
(print student's name AND e-mail)

(land line/cell phone numbers)

Attendance/participation (16%) **Notes**

1/22	_____ (am)	_____ (pm)	_____
1/29	_____ (am)	_____ (pm)	_____
2/5	_____ (am)	_____ (pm)	_____
2/12	_____ (am)	_____ (pm)	_____
2/19	_____ (am)	_____ (pm)	_____
2/26	_____ (am)	_____ (pm)	_____
3/4	_____ (am)	_____ (pm)	_____
3/11	_____ (am)	_____ (pm)	_____

Professional demeanor (4%) _____(4%)

Individual assignments (55%)

<i>Due Date</i>	<i>Assignment</i>	<i>Grade</i>
1/29	SELF profile	_____ (5%)
2/5	Observation of child with special needs	_____ (5%)
2/12	Responses to TPE 6D and 9	_____ (5%)
2/19	Cultural Plunge	_____ (10%)
2/26	Observation of physical environment	_____ (5%)
3/4	Resume	_____ (5%)
3/11	In-class case analysis	_____ (20%)

Group assignment (25%)

2/5	SST activity/chart/role play	_____ (5%)
On-going	Peer teaching	_____ (20%)

Total _____ **(100%)**

EDMS 511 Teaching and snack dates (Spring 2008)

<u>Date</u>	<u>Teaching</u>	<u>Snacks</u>
1/22	Introduction-Woo	Woo
1/29	Woo	½ class
2/5	*	
	*	
	*	
	*	
	*	
2/12	*	
	*	
	*	
	*	
	*	
2/19	*	
	*	
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	*	
	*	
2/26	*	
	*	
	*	
	*	
	*	
3/4	*	
	*	
	*	
	*	
	*	
3/11	Computer lab case study Wrap up	½ class