California State University San Marcos
College of Education
Education/Multiple Subject (EDMS) 512
Elementary Teaching and Learning II
UH 444 spring 2007
Thursday 7:30-2:20 PM

Instructor: Kimberley A. Woo, Ed.D., kwoo@csusm.edu
Office/phone: 401 University Hall, (760) 750-8515
Office Hours: Thursdays during university hour 12-1 PM; 2:30-3:30, 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 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

- **RETRIEVE ON-LINE, CSUSM eReserves (http://library.csusm.edu/finding/reserves)**
  (password=paste) under EDMS 511/512 "Mc Daniel"
  Grant, C. & Gillette, M. D. (2006). *Learning to teach everyone's children: Equity, empowerment, and education that is multicultural.* Belmont, CA: Thomson Higher Education **(chapters 3, 4, 5, and 12).**
- Turnbull, A. & Turnbull, R. (2007/2004). *Exceptional lives: Special education in today's schools.* Upper Sadlle 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.

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, 5th 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.

TPEs
6d (Will check to see they were completed in EDMS 511)
9 (Will check to see they were completed in EDMS 511)

10

14

January 25	Introduction to course, "Teacher as a professional"

January 25   Introduction to course, "Teacher as a professional"
- Review course themes.
- **TIME CERTAIN, 10-12 guest speaker from Lorimer's class**
- Review syllabus and course expectations.
- Review elements of a lesson plan.
- "I am a teacher" poem.
- Debrief the "I am a teacher" poem experience.
- Discuss elements of a portfolio (e.g., introduction, resume, philosophy of ed., 3-5 day unit, letters of rec., scholarly work, table of contents, student teacher supervisor feedback).
- Special request—TPE 6 A or B, and 13. Request feedback from Quiocho.
- Discuss assessment. Show rubistar as an example.
  Get into teams to create assessments for: hard copy portfolio, and final 30 minute teaching presentations including a 3-5 minute video (class consensus mandatory).
- Select teaching and video groups.
* Turnbull and Turnbull, chapter 2.

February 1   "Teacher as a professional: Ethics and law"
- Work on resumes in small groups.
- Work on *Philosophy of Education* statements in small groups.
- *Code of ethics* activity.
- Ethics and laws, particularly Special Ed.-related
- Remind students of teacher's responsibility in cases of (suspected) child abuse.

"Structures and procedures: Collaboration and communication"
- Discuss ways schools can encourage parent/guardian/ "family," and community involvement.
- Have students think about ways they can establish "regular" communication with home (e.g., class newsletter).
- Remember the importance of cultural sensitivity.
- Present format for free community resource.
* Bring four copies of current resume to class.
* Bring four copies of *Philosophy of Education* to class.
* Bring 28 copies of preliminary rubrics to class. Prepare 10 minute presentation, and be ready for 5 minutes of questions/answers.
* Bring a copy of school and/or district policies regarding teachers' professional responsibilities/expectations to the next class (if available, may have to check district web site)
- Turnbull and Turnbull, chapter 3.

February 8   "Structures and procedures: Review of technology knowledge and skills
- **Whole class in a computer lab, no organized group snacks.**
- Meet with Integrated technology folks—prepare for 3-5 minute video.
- Review video-related skills (taught in EDUC 422).
- Review Taskstream skills, format and draft a response to 10 and 14 if there is time (reminder Quiocho 6A or B, and 13)
- Questions and answers.
- Re-create/bring Disabilities characteristics matrix –if needed/lost
* Bring a few working drafts of TPE reflections to practice during review of Taskstream technology skills.
* **Turn in *Philosophy of Education* statement**.
* **Bring 28 copies and present draft of group rubrics (portfolios, video teaching).**
* Villa/Thousand, chapters 5.

February 15   "Structures and procedures: Communication and collaboration"
- Get feedback to in-progress portfolios from three peers.
- Debrief and questions from the group.

"Reflective practice: Social commitment and awareness"
- Invite students to think about their responsibilities as teachers beyond the four walls of the classroom.
- Show *Eye in the storm* (part II) video.
* Ask students to share one positive thing they learned from enlisting the help of the community.
* Bring working drafts of portfolios to class.
* **Submit one "free" community resource.**
* Turnbull and Turnbull, chapter 4

February 22   "Reflective practice: Teacher as inquirer, infusing technology"
- **Class in a computer lab.**
- 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.

"Differentiated design"
- Review key aspects of SST.
- Review history and legislation that determines IEP procedures.
- Review key aspects common among all IEPs.
* Bring SST handout from EDMS 511.
* Review Choate, Chapter 1, "Teaching all the students; A mandate for educators."
* **Submit TPEs 10 and 14 by 5 PM.**
* Villa/Thousand Chapter 7.

March 1   "Differentiated design, cont. IEP"
- Show IEP video.
- Explain importance of documentation.
- In small groups, research IEP forms from different states small groups, present in class.
- Working on IEP response in class.
* **IEP reflection (2-3 pages)**
  1. With either a student from student teaching spring 2006 or one from observation fall 2006, use a pseudonym to describe concerns/issues you may have about the student. Assume at least two SSTs have been tried within the past year and that now an IEP is being implemented.
  2. Please list and describe at least three strategies you are going to try/request to be implemented.
  3. Please include a short-term assessment deadline, and the person(s) who will be responsible for ensuring each aspect of the IEP is implemented.

"Differentiated design: Long-range planning"
- Think about year-long plans.
- Work in small groups 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.
* Distribute *Free Resources* book in class.
* Bring a copy of state, one content area's grade-level standards (cde.gov).
* Bring a copy of year-long school or district calendar to class.
* Bring "Disabilities Characteristics Matrix" from EDMS 511.
* Villa, Thousand, Chapter 6.

March 8   "Structures and procedures/Teacher as a professional, life after the credential"

- **Class in the library.**
- Present key points from other MA programs (e.g., local, state, national, international, virtual).
- Become familiar with professional journals.
- Become familiar with conferences and other professional development opportunities.
- Guest speaker Lyle Hartman, BTSA Director, North coastal area.
* http://www.csusm.edu (review descriptions of various Master's programs).

"Reflective practice: Standards"

- Examine National Standards (accomplished teachers), California State Standards (grade and content),
  ISTE Standards (technology competency).
- BTSA guest speaker.
* http://www.nbpts.org
* http://www.cde.ca.gov/standards
* http://www.btsa.ca.gov
*Wong, unit E.

March 15   "Ways of knowing" Social commitment and awareness"

- Feedback to portfolios of three peers.
- Film Festival
  - Get in the spirit!
  - Create and present a 30 minute lesson that highlights assigned reading (included is a 3-5 minute video that your group produced).
- Wrap up, course evaluations.

_____   **_____**
(student's name/ signature and date)   (home telephone/cell phone)

Attendance/participation (16%)   Notes

1/25   _____(am)   _____(pm) _____

2/1   _____(am)   _____(pm) _____

2/8   _____(am)   _____(pm) _____

2/15   _____(am)   _____(pm) _____

2/22   _____(am)   _____(pm) _____

3/1   _____(am)   _____(pm) _____

3/8   _____(am)   _____(pm) _____

3/15   _____(am)   _____(pm) _____

Professional Demeanor (9%)   _____(9%)

Individual assignments (35%)

2/8   *Philosophy of Education* statement   _____(10%)

2/15   Write-up of "free" community resource   _____(5%)

2/22   TPE responses 10 and 14   _____(10%)

3/1   IEP reflection (in class)   _____(10%)

Group assignment (40%)

2/8   Preliminary rubrics for assignments   _____(5%)

3/15   Three peers' feedback to hardcopy portfolio _____(15%)

3/15   30 minute group teaching and 3-5 minute video _____(20%)

Total   **_____(100%)**

EDMS 512 GROUPS

<u>Small group assessment rubrics</u>

1. Hard copy portfolio (15%)

*

*

*

*

*

*

*

2. Final group 30 minute lesson with 3-5minute video (20%)

*

*

*

*

*

*

*

3. Hard copy portfolio (15%)

*

*

*

*

*

*

*

4. Final group 30 minute lesson with 3-5minute video (20%)

*

*

*

*

*

*

*

<u>Peer teaching and video presentations</u>

Turnbull and Turnbull, chapter 3

Turnbull and Turnbull, chapter 4

Villa/Thousand, chapter 6

Villa/Thousand, chapter 7

Wong, Unit E

EDMS 512 Snacks Calendar (spring 2007, Thursdays, 7:30-2:20 PM)

Date	Snacks
1/25	Woo
2/1	* * * * * *
2/8	Computer Day, no organized snacks.
2/15	* * * * *
2/22	* * * * *
3/1	* * * * *
3/8	* * * * * *
3/15	Everyone brings ☺