

**California State University San Marcos**  
**College of Education**  
EDMS 511, Elementary Teaching and Learning I  
UH 440 Spring 2006  
Wednesday 8-2:15 PM

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**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 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.

**Required Text**

- Woo, K., Valadez, G., & Marion, R. (2003). (custom reader). *Elementary teaching and Learning I & II*. Boston, MA:Pearson.
- International society for technology education. (2000). *National educational technology standards for students: Connecting curriculum and technology*. Washington, DC: U.S. Department of Education.
- Choate, J. (2004). *Successful inclusive teaching: Proven ways to detect and correct special needs*. Needham Heights, MA: Allyn and Bacon.
- Villa, R., & Thousand, J. (2002). *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).

### Plagiarism

All work submitted for this course should reflect each student's original efforts. When relying on supporting documents authored by others, students should cite those documents clearly and completely. 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. 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 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, 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 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.

### 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., 8-2:15 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 allow students to assume they are automatically excused.**

### TPEs

#### **6D & 9**

January 18

### Introduction to course

1. Blue Socks
2. “New Social Studies” sorting activity.
3. Review syllabus and course requirements.
4. Discuss class times, attendance policy.
5. Introduce generic lesson plan format.
6. Get into small groups and choose educator for 1/25 jigsaw activity (e.g., John Dewey, Jean Piaget, Lev Vygotsky, Howard Gardner, Carol Gilligan, Christine Sleeter, James Banks, Sonia Nieto, other pre-approved person.)
7. Use Gardner’s multiple intelligences theory to discuss individual learning styles in small groups.
9. Create criteria for on-going practice teaching activities.
  - Make preparations to teach a 5-minute lesson on any topic. Bring enough materials for three “students.” This activity will occur on the January 25 class.
  - ISTE Sections 1 & 2.
  - Slavin, R. (2003). *Educational psychology: Theory and practice*. Chapter 8 “Student-centered and constructivist approaches to instruction.”

January 25

1. 5-minute lesson teaching in small groups.
2. Jigsaw activity with other educators.
  - a. Create a chart that summarizes main points of the various educational philosophies.
  - 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. Quick write--personal memory from experience with group work.
5. Pair share.
6. Share with class.
7. Write on board important considerations when planning for group work.
  - 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 (contd. next page).
  - Choate, Chapter 1 “Teaching all students: A mandate for educators.

February 1

- Choate, Chapter 2 “Special needs of diverse learners.”
1. Discuss observations of physical environment in classrooms.
  2. Brainstorm ways to establish a “safe” classroom environment.
  3. Discuss ways in which classroom rules from observation sites promote/hinder classroom “safety.”
  4. Distribute and discuss “classroom safety” ideas from Poway district.
  5. Introduce Taskstream (**meet in the computer lab, location to be announced**).
  6. Discuss TPE responses, format, and rubric.
  8. Pros and cons of hard copy portfolios and electronic portfolios.
  - <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 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.
  - Woolfolk, A. (2004). *Educational psychology*. Chapter 11: “Creating learning environments.”
  - Slavin, R. (2003). *Educational psychology: Theory and practice*. Chapter 13 “Assessing student learning.”

February 8

1. Share Cultural Plunge experiences.
2. Discuss ways in which “culture (broadly defined) impacts the classroom, school, larger learning community.
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.

- 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 accommodate these differences.
- Udvari-Solner, A., Villa, R., & Thousand, J.S. (2002). “Access to the general education curriculum for all.” In J.S. Thousand, R. Villa, & A. Nevin *Creativity and collaborative learning: The practical guide to empowering students, teachers, and families*.
- See Woo for “Code of the streets” article.

February 15

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 Professionalism criteria from Poway.
  6. Share internet research findings.
  7. Research, print (at least one copy for Woo), and prepare a 5-minute small group presentation that describes one district or state or nation or professional organization’s description of educational professionalism (do not use Poway’s).
- 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.
  - Choate, Chapter 14 “Implementing detection and correction.”
  - Choate, Chapter 3 “Basic principles and practices of inclusive instruction.”

February 22

1. Discuss classroom management and theories.
3. Role-play management scenarios.
4. Debrief and discuss effectiveness. Consider context specifics.
5. Introduce Student Study Team (SST) process.
6. Show video of SST.
7. Highlight key elements of SST.
8. Select characteristics of “student” for SST scenarios.
9. Work in small groups on SST scenarios.
10. Small group simulated SST presentations to whole class.
11. Debrief SST process as a whole group.
12. Define resume and C.V.
13. Work in small groups- peer edit resumes.
14. Discuss importance of professional demeanor, attire and grooming.
  - Bring a list of classroom rules from the room you are observing.
  - Bring four hard copies of your resume to class.
  - Choate, Chapter 15 “Instructional management for inclusive classrooms.”
  - Thousand, Villa, & Nevin. (2002). “Discipline Pyramid,” In J.S. Thousand, R. Villa, & A. Nevin *Creativity and collaborative learning: The practical guide to empowering students, teachers, and families.*

March 1

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”
  - Bring responses to TPE 6D and 9
  - Review California Standards for the teaching profession <http://www.ctc.ca.gov/cstpublication/cstpreport.html>
  - Sternberg, R.J., & Williams, W. (2002). *Educational psychology*. “Group differences: Socioeconomic status, ethnicity, gender, and language.”

March 8

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 3<sup>rd</sup> graders?”
3. Discuss the use of role-playing and simulations.
4. Complete case analysis in-class.
5. Course evaluations.
  - Villa, R. & Thousand, J. Chapters 5-8.

\_\_\_\_\_ (print student's name/ print e-mail)

\_\_\_\_\_ (home telephone/cell phone)

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

1/18	_____ (am)	_____ (pm)	_____
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)	_____

**Professional demeanor (4%)**      \_\_\_\_\_ (4%)

**Individual assignments (55%)**

<i>Due Date</i>	<i>Assignment</i>	<i>Grade</i>
1/25	SELF profile	_____ (5%)
2/1	Observation of physical environment	_____ (5%)
2/8	Cultural Plunge	_____ (10%)
2/15	Observation of special needs	_____ (5%)
2/22	Resume	_____ (5%)
3/1	Responses to TPE 6D and 9	_____ (5%)
3/8	In-class case analysis	_____ (20%)

**Group assignment (25%)**

2/22	SST activity/chart/role play	_____ (5%)
On-going	Peer teaching	_____ (20%)

**Total**      \_\_\_\_\_ **(100%)**

EDMS 511 Teaching Dates (Spring 2006)

<u>Date</u>	<u>Teaching</u>	<u>Snacks</u>
1/18	Introduction-Woo	Woo
1/25	Woo	½ class
2/1	* * * * *	
2/8 (see Woo for article)	* * * * *	
2/15	* * * * *	
2/22	* * * * *	
3/1	* * * * *	
3/8	Computer lab case study Wrap up	½ class