

California State University San Marcos  
College of Education

EDMS 512  
Elementary Teaching and Learning II  
Spring 2006  
CRN 21477

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**Office Hours:** by appointment or email

**Class meeting times/Location:** Monday 9am-3:15pm; Alvin Dunn Elementary School

**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.

**Infused Competencies**

**Authorization to Teach English Learners 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.

**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. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

**Course Description**

Focuses on developing an advanced understanding of learning theory and instructional practice in integrated and inclusive classrooms.

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

This course 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 students learning English and students with special education labels;
- to encourage further infusion of technology into curriculums.

### **Course Prerequisites**

Admission to the CSUSM College of Education Teacher Credential Program. Successful completion of EDMS 511

### **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.

### **Teacher Performance Expectations (TPE) Competencies**

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for 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. The following TPE's are primarily addressed in this course:

TPE 6d – Engaging and supporting all learners (IEP)

TPE 9 – Instructional Planning (3 mos. Plan)

TPE 14 – Educational technology (Taskstream)

These TPEs will be uploaded to TaskStream as part of the course requirements. The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: a) description b) analysis and c) reflection.

### **Required Texts**

- Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available as an e-book online.)
- Choate, J. S. (2004) *Successful Inclusive Teaching (4<sup>th</sup> ed.)* Needham, MA: Allyn & Bacon.
- Villa, R. and Thousand, J. (2005). *Creating an Inclusive School*. (2<sup>nd</sup> ed.) Alexandria, VA: Association for Supervision and Curriculum Development.
- Marion, Valadez, and Woo (2003). *Elementary Teaching and Learning*. Needham Heights, MA: Allyn and Bacon.
- TaskStream Electronic Portfolio, Must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (register for 1 year minimum).

### **Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. 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.

**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 a variety of ways.

### **Plagiarism**

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5<sup>th</sup> edition. Failure to do so may result in failure of the course.

### **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 assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the 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."

### **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 a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions 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. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5<sup>th</sup> edition for citation guidance.

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.

**Course Assignments**

Disability matrix	10 points
Professional Growth Research	5 points
IEP Paper	20 points
Philosophy Statement/Letter of Application	15 points
Thematic Plan	20 points
Chapter Lesson Plan Demonstration	10 points
TaskStream Submissions	10 points
<u>Attendance/Participation</u>	<u>10 points</u>
<b>Total</b>	<b>100 points</b>

**Grading Scale**

A= 93-100	B+=86-89	C+= 77-79		
A-=90-92	B=83-86	C= 73-76	D=60-69	F=59 or lower.
	B-=80-82	C- =70-72		

**Please note assignments are due whether or not you are present in class that day.**

## Course Outline

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

Date	Topic	Assignment	Reading for the following week
Session 1 1/19/06	Introduction/Course Overview  Community Building/Mind Mapping  Differentiated/Tiered Learning		Choate: Chapters 3 & 16 Villa: Chapters 1 & 2
Session 2 1/26/06	Standards, Adoptions, and unit planning  Preview Disability Matrix	<b>Professional Growth Research Due</b> Bring Standards from assigned content area and teacher's manual for your grade level in that content area. <i>Bring to class Philosophy Statement from ED 350</i> Print Philosophy Statement/ Letter of Introduction Assignment and bring to class <i>Print Disability Matrix Assignment and bring to class</i>	Choate: Chapters 1, 2, 15 Villa: Chapters 3, 4, 7
Session 3 2/2/06	Special Education Disability Matrix	Print IEP Paper Assignment and bring to class	Theme 1 EDMS 512
Session 4 2/9/06	Ways of Knowing Connected to Practice	<b>Disability Matrix Due</b> Chapter Lesson Plan Presentation Theme 1  <i>Print Thematic Plan Assignment and bring to class</i>	Theme 2 EDMS 512
Session 5 2/16/06	Structures and Procedures that Promote Learning	Chapter Lesson Plan Presentation Theme 2	Theme 3 EDMS 512
Session 6 2/23/06	Differentiated Designs	<b>IEP Paper Due</b> Chapter Lesson Plan Presentation Theme 3	Theme 4 EDMS 512
Session 7 3/2/06	Reflective Practice	<b>Thematic Plan Due</b> Chapter Lesson Plan Presentation Theme 4	
Session 8 3/9/06	Teacher as Professional	<b>Philosophy Statement/ Letter of Application Due</b>	