

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMS 511: Teaching and Learning  
(3 credit units)  
CSUSM Summer Session, 2005  
July 5, 6, 7, 8, and July 11, 12, 13, & 14  
8:30 – 11:30 and 12:00 – 3:00**

**Alvin Dunn Elementary School  
Room 48  
San Marcos, California**

**Professor: Dr. Richard A. Villa  
Phone: 760-801-1621  
E-Mail: ravillabayridge@cs.com  
Office Hours: Available by appointment**

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**College of Education Mission Statement**

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

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**COURSE DESCRIPTION**

This course provides an introduction to psychology of learning and instruction; applications of learning theories to educational practice; and the planning and delivery of meaningful lessons; utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. The course is built upon the principles of the Mission of the College of Education: diversity, educational equity, social justice, reflective teaching, and lifelong learning.

**Course Prerequisites**

Admission to the Concurrent Credential Program

**Course Objectives**

The participants will:

1. develop skills in employing task analysis and concept analysis to identify learning objectives.
2. demonstrate competency in writing objectives in cognitive, affective, and psychomotor domains.
3. develop skills in focusing the learner's attention on the objective, actively engaging learners, and having students summarize what they have learned.
4. develop skills in monitoring and adjusting instruction.
5. explore retention theory, reinforcement theory, motivation theories, and transfer theory.
6. employ a universal design approach to design two lesson plans that address individual learning needs of students with disabilities.
7. deliver and evaluate a direct instruction mini-lesson.
8. actively participate in a demonstration that summarizes major learnings related to effective instruction.

## Required Texts, Custom Reader, & Electronic Portfolio Registration<sup>1</sup>

Cummings, C., Nelson, C., & Shaw, D. (2002). Teaching makes a difference (5th ed.) Edmonds, WA: Teaching Inc. (CM)

Rosenberg, M., O'Shea, L. & O'Shea, D. (2005). Student teacher to master teacher: A practical guide for educating students with special needs (4th ed.) Upper Saddle River, NJ: Merrill. (RO)

Villa, R. & Thousand, J. (2005) Creating an Inclusive School (2<sup>nd</sup>.ed.) Alexandria, VA: Association for Supervision and Curriculum Development. (VI)

Participants in EDMS 511 will be provided with a Custom Reader designed by the professor on the first day of class. The student will provide reimbursement for the cost of copying to the professor.

Task Stream Electronic Portfolio. Students must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (Register for 1 year minimum).

### 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.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

### Teacher Performance Expectation (TPE) Competencies

#### CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION:

- ✓ Assessing Student Learning
- ✓ Engaging and Supporting Students in Learning
- ✓ Planning Instruction and Designing Learning Experiences
- ✓ Creating and Maintaining Effective Environments for Student Learning

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject and Educational Specialist Level I Credentials. This course is designed to help teachers seeking a California 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:

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<sup>1</sup> **Students are expected too bring all required texts and the Custom Reader to each class.**

## **CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS:**

**This course responds to the Teaching Performance Expectations listed below. Participants will respond to TPE 9 and one other TPE of their choice in the electronic portfolio.**

### Candidates for the Multiple Subject Credential will:

1. Monitor and support student learning during instruction (TPE 2)
2. Use, interpret, and give feedback on formal and informal assessment measures (TPE 3)
3. Make content accessible to all learners (TPE 4)
4. Ensure the active and equitable engagement of all students in the learning process (TPE 5)
5. Employ developmentally appropriate teaching practices to all learners (TPE 6 a-d)
6. Demonstrate the ability to identify and design effective instruction for the needs, abilities, and development of all children and adolescents (TPE 8)
7. Plan and design learning experiences for children and adolescents that include goals, strategies, activities, materials, including technology, that coordinate effectively with academic content and the needs, abilities, and development of all children and adolescents (TPE 9)
8. 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)

### **College of Education 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. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

### **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.

### **Course Requirements**

1. Attend all class sessions. Be on time. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time or class sessions may not receive a passing grade for a course.
2. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Autism" rather than "My Autistic student") must be used throughout all written and oral assignments and class discussions.
3. Word-process all written documents. Keep a copy of all of your work. You will want these copies for your records and future use as potential professional portfolio entries.

4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor know in advance. Any time that you have questions or concerns, please contact the instructor immediately.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and instructors.
6. Select a class "buddy" to ensure that you receive handouts and information if you miss all or part of a class.

Buddy: \_\_\_\_\_ Telephone: \_\_\_\_\_  
 E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_  
 Address: \_\_\_\_\_

- |    |                 |    |                |
|----|-----------------|----|----------------|
| A  | (93-100 points) | A- | (91-92 points) |
| B+ | (89-90 points)  | B  | (83-88 points) |
| B- | (81-82 points)  | C+ | (79-80 points) |

- A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good): Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.
- C+ (Satisfactory): Performance at an adequate level, meeting the basic objectives and requirements of the course.

**NOTE:** *The minimum acceptable grade for a course in the professional education sequence is "C+." A "B" average must be maintained. (CSUSM General Catalog)*

**ACTIVITIES AND INSTRUCTIONAL METHODS FOR REALIZING OBJECTIVES:**

- |                   |              |                     |                                |
|-------------------|--------------|---------------------|--------------------------------|
| class discussions | group work   | lecture             | readings in texts & literature |
| web site access   | study guides | quick writes        | videos                         |
| demonstrations    | quizzes      | written reflections |                                |

**EVALUATION OF ATTAINMENT OF THESE KNOWLEDGE BASES AND SKILLS:**

- |                    |                     |                               |
|--------------------|---------------------|-------------------------------|
| attendance         | punctuality         | active participation in class |
| quizzes            | reflections         | collaborative activities      |
| class dynamics     | group presentations | critique of lessons           |
| lesson plan design | lesson presentation | creativity                    |

## Grading Standards

### **Participation**

**(2 points maximum/class X 16 classes = 32 points)**

Regular, punctual attendance is required, as it is critical and expected in the teaching profession. Because this class is laboratory in nature, the experiences and discussions are difficult to recreate on your own. Additionally, it is important that each class member have the opportunity to exhibit collaborative teaming and participatory behavior. To reinforce our commitment to developing interpersonal skills, students can earn two points per class for arriving on time; returning from break on time; staying for all of the class; and fully participating and cooperating with classmates, instructors, and guests in accordance with agreed-upon class norms. A class participant who arrives late, departs early, or engages in "non-collaborative" behavior will receive less than the maximum two points for that given class.

### **Design Two Universal Design Direct Instruction Lessons**

**(2 @ 11 = 22 points maximum)**

Each participant designs, with a team, two Direct Instruction lessons using the Direct Instruction Lesson Plan Format.

### **Quizzes**

**(5 quizzes @ 2 points/quiz = 10 maximum points)**

Participants complete 5 quizzes that check knowledge, comprehension, and application of the elements of effective instruction.

### **Reading Reflections**

**(6 written reflections = 21 points maximum)**

Participants provide written responses to "prompt questions" regarding readings. Responses are written outside of class time and are due on the days indicated in the schedule in bold italics in the "Assignments Due Today" column of the course agenda. Reading reflection writing prompts are provided at the end of the syllabus. Each reflection is worth the number of maximum points indicated with the writing prompt at the end of the syllabus.

### **Teaching of the Direct Instruction Lesson Plan**

**(10 points maximum)**

As a team, participants develop and teach 20 minutes of a Direct Instruction Lesson to classmates. A performance rubric will be provided and used by both the presenters and class participants to evaluate the demonstration.

### **Multiple Intelligences Final Presentation**

**(5 maximum points)**

Teams will create and present a representation of their learnings about effective instruction. The presentation will be no more than 15 to 20 minutes in length.

### **Weightings of Assignments:**

	<b>Maximum Points</b>
Attendance & Participation	32
Design Two Lessons @ 11 pts./lesson plan	22
Quizzes (5 quizzes @ 2 points/quiz)	10
Reading Reflections (6 @ 2 to 6 points each)	21
Teach a Lesson	10
Total Teaching Act Presentation	<u>5</u>
<b>Total Maximum Points</b>	<b>100</b>

## READING REFLECTION PROMPTS AND POINTS

### **Reflection #1 (2 points)**

Select one of the skills listed in Pause and Reflect 5.4 on page 136 of Chapter 5 of Student to Master Teacher (RO) and complete a task analysis in as much detail as possible. Be prepared to share it with classmates.

### **Reflection #2 (6 points)**

Please carefully study Chapters 3 & 8 of Student Teacher to Master Teacher (RO) prior to viewing the video(s). (**Note:** Even though Chapter 3 refers to special education classrooms, the same principles apply to every classroom.) Please answer the following questions. Be as thorough as you can in your answers. Be prepared to share your findings with classmates and/or instructors during class.

1. With Chapter 3 of Student Teacher to Master Teacher in mind, what did you notice about the design of the physical classroom environment that supported (or did not support) student learning? What design alternatives would you suggest?
2. With Chapter 3 of Student Teacher to Master Teacher in mind, what did you see in terms of levels of instructional time that supported efficient use of time?
3. What transition cues (Chapter 3, Box 3.2) and strategies for increasing on-task behavior (Chapter 3, Box 3.4) did you see used?
4. With Chapters 3 and 8 in mind, what methods for developing, introducing, and maintaining classroom rules and procedures were used in the classroom?
5. With your observations and Chapter 8 in mind, please complete Pause and Reflect 8.2 on page 254 of Student Teacher to Master Teacher.
6. With your observations and Chapter 8 in mind, please complete, Pause and Reflect 8.3 on page 256 of Student Teacher to Master Teacher.

### **Reflection #3 (2 points)**

Prior to viewing the video(s), please review pages 13-51 of the Cummings Teaching Makes a Difference text. Identify and state at least two objectives of the “lesson” or activity. Write the objectives as observable and measurable behavioral objectives that include the four essential features of quality behavioral objectives. Also, identify the level of complexity (i.e., Bloom’s Taxonomy) of each objective.

### **Reflection #4 (2 points)**

Objectives: Write three behavioral objectives (one each from the Cognitive, Affective, and Psychomotor domains) that would be appropriate to include in literacy or any other academic lesson.

Remember the essential features of a quality behavioral objective:

1. Identifies the LEARNER(S)
2. Identifies “observable” and “measurable” BEHAVIOR(S) you want the learner(s) to exhibit
3. Identifies the GIVENS - conditions under which the behavior will occur
4. Identifies the CRITERIA for successful performance

### **Reflection #5 (3 points)**

Identify 6 concepts, understandings, or procedures regarding a) taxonomies, b) instructional objectives, c) universal design, d) promising practices that foster inclusive education, and e) the seven instructional approaches (i.e., direct instruction, inquiry training, concept attainment, learning cycle, concept formation, unguided inquiry, cooperative learning) that have been clarified for you through classroom instruction and/or the assigned readings in the *Teaching Makes a Difference*, *Student to Master Teacher*, or *Creating an Inclusive School* texts. For each identified concept, understanding or procedure, describe your new understanding or clarification as well as why the concept/understanding/procedure is important to effective instruction. Be sure to address each of the five areas identified above (a-f) in your written response.

**Reflection #6 (5 points)**

For TPE 9 (Plan and design learning experiences for children and adolescents that include goals, strategies, activities, materials, including technology, that coordinate effectively with academic content and the needs, abilities, and development of all children and adolescents), post one of your two lesson plans along with your written response to the TPE prompt. Additionally, prepare a written response in the electronic portfolio to one of the other TPEs for which you feel confident and competent that is addressed in this course.

**Reflection #7 (Optional – Bonus 3 points)**

After reading Chapter 6 of *Student Teacher to Master Teacher* and Chapters 5 and 6 of *Creating an Inclusive School*, create a “Letterman’s List of Top 10 Tips” for the effective delivery of instruction and establishment of democratic classrooms that identifies new or salient learnings from the chapters. For each tip, write a brief paragraph that describes the principle, concept, or practice and explains its significance to you. Be sure to include learnings from each of the three chapters.

**All University Writing Requirement**

The all University writing requirement will be met through written reactions and reflections related to assigned readings, development of two lesson plans, and the posting of the task stream responses to TPE 9 and the self selected TPE.

**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.

## Schedule/Course Outline

### Summer 2005 EDMS 511 Class Schedule

CLASS #	DATE	TOPICS	READINGS FOR TODAY	ASSIGNMENTS DUE TODAY
1 & 2	7/5 am & pm	Elements of Instruction Task & Concept Analysis Bloom's Taxonomy Selecting an Objective	CM 1, 2, 3, & 11	
3 & 4	7/6 am & pm	Selecting an Objective at the Correct Level of Complexity & Difficulty	RO 5	<b>Reflection #1: Task Analysis</b>
5 & 6	7/7 am & pm	<b>Quiz 1: Behavioral Objectives &amp; Taxonomies</b> Affective & Psychomotor Taxonomies: Teach to the Objective Focus on the Objective Review <b>Quiz 2: Set &amp; Closure Compare/ Contrast</b> Monitor & Adjust Part I	RO 3 & 8  CM 4, 8, & 9 CM 2 & 3 (Review)	<b>Reflection # 2: Classroom Environment</b>
7 & 8	7/8 am & pm	Monitor & Adjust Part II Universal Design Guided Practice: Lesson Planning	CM 5 VI 6	<b>Reflection #3: Objectives</b>
9 & 10	7/11 am & pm	Lesson Planning continued <b>Quiz # 3: Monitor &amp; Adjust</b> Motivation & Retention Theory Additional Group Work Time	CM 6, 7, & 10 VI 5	<b>Reflection #4: Objectives</b>
11 & 12	7/12 am & pm	Transfer & Reinforcement Theory Lesson Plan Review Total Teaching Act Review	CM Summary & Glossary	<b>DI Mini-Lesson #1 Reflection #5: Clarified Concepts</b>
13 & 14	7/13 am & pm	DI Mini-Lesson Demonstrations <b>Quiz # 4: Reinforcement Theory</b>		
15 & 16	7/14 m & pm	DI Mini-Lesson Demonstrations <b>Quiz # 5: Total Teaching Act</b> MI Final Presentations List		<b>Reflection #7 (Optional): "Letterman's List"</b>
	7/21			<b>DI Mini-Lesson #2 Reflection 6: Electronic Portfolio</b>

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration