

**California State University San Marcos
College of Education**

Education/Multiple Subject (EDMS) 512
Elementary Teaching and Learning II
Spring 2004

Thursday 8 a.m. - 2:45 p.m.

Class Location: Valley Elementary School, Poway, California

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Office Hours: By appointment

Mission Statement of the College of Education, Cal State San Marcos

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 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. See "Authorization to Teach English Learners Competencies." (Approved by CCTC in SB 2042 Program Standards, August 02)

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.

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).

COE 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

Course Description

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 (not covered in semester one) 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 Texts

- Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.
- Marion, R., Valadez, G. & K. Woo (Compilers) (2002). *DEEP Dialogue About Teaching & Learning*, Boston, MA: Prentice Hall Custom Reader.
- *National Educational Technology Standards for Students: Connecting Curriculum and Technology* (2000). Ruston, LA: International Society for Technology in Education (ISTE).
- Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Administrative-notebook with dividers: notes, activities, additional handouts

Academic Honesty and Plagiarism

All work submitted for this course should reflect the individual efforts of each student. When relying on supporting documents authored by others, cite them clearly and completely. Failure to do so may result in failure of the course. For a complete discussion on Academic Honesty please refer to the General Catalog of the University, and Section 41301, Title 5, of the California Code of Regulations.

Grading Policy for EDMS 512

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 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, 5th edition, for guidance. Neglecting to do the above will impact the instructors’ abilities to read and understand the text; the assignment’s grade will be negatively affected as a result of this oversight

It is the policy of this class that students will make up for any time missed during the semester. Should you miss a class session you will be required to make up the time by completing an assignment. Usually the assignment is a written reflection about a chapter from one of the texts. However, you can negotiate with the professor(s) to complete a different assignment.

Tentative Course Schedule

<p>January 22 AM (Valadez)</p>	<p>“Course Introductions”</p> <p>Review Course Themes Review Syllabus and Course Expectations Connecting with the Mission of the COE Review Elements of Lesson Plans Developing a Year-Long Plan Form Semester Partnerships</p>
<p>January 22 PM</p> <ul style="list-style-type: none"> • Readings: Marion, Valadez, Woo. Page 345. Please familiarize yourself to the websites listed on this page for use in this course. 	<p>“Teacher as a Professional: Continuum of Professional Development”</p> <p>Discuss elements of a portfolio. Work on resume in small groups. Begin refining <i>Philosophy of Education</i> statement in small groups.</p> <ul style="list-style-type: none"> ▪ Bring a copy of school and/or district policies to the next class.
<p>January 29 AM</p> <ul style="list-style-type: none"> ❖ Readings due today: Choate Chapters 1,2,3 ❖ Assignment due today: Copy of school/district policies brought to class 	<p>“Teacher as a Professional: Ethics and Law”</p> <p>Ethics and laws, particularly Special Ed.-related Teacher’s responsibility in cases of (suspected) child abuse or neglect Compare and contrast school and district-specific policies. <i>CEC Code of Ethics</i> activity.</p>
<p>January 29 PM (</p>	<p>“Special Education Law and The IEP”</p> <p>Familiarize students with IEP. Review key aspects common among all IEPs. Review history and legislation that determines IEP procedures. Developing Family-Centered Perspectives Assignment Groups for Presentations</p> <ul style="list-style-type: none"> ▪ Due next class: Disability Data and Annotated Bibliographies for SST Assignment

<p>February 5 AM</p> <ul style="list-style-type: none"> ❖ Readings due today: Choate Chapter 16 ❖ Assignment due today: Annotated Bibliography and Disability Data. 	<p>“Structures and Procedures: Communication and Collaboration”</p> <p>Introduce SST. Highlight key elements of SST.</p>
<p>February 5 PM</p>	<p>“Structures and Procedures: Collaboration and Communication”</p> <p>Role-play SSTs. (Process Evaluation) Debrief role-plays. Review key elements of SST.</p> <p style="text-align: center;">Bring a copy of <i>Philosophy of Educational</i> statement to next class.</p> <ul style="list-style-type: none"> ▪ Bring a laptop to class for next week. <p>Due: Disability Data Bibliography</p>
<p>February 12 AM</p> <ul style="list-style-type: none"> ❖ Readings due today: <i>National Educational Technology Standards for Students: Connecting Curriculum and Technology</i> ❖ Assignment due today: Copies of resume and Philosophy of Education statement brought to class 	<p>Reflective practice: Teacher as Inquirer”</p> <p>Examine Standards of: National Boards, California State, and ISTE.</p> <p>Case Analysis lecture and assignment</p> <p>Inquiry assignment: Select a lesson in Science for your Teaching Demonstration</p>
<p>February 12 PM</p> <p>* Readings: Readings: Marion, Valadez, Woo. Pages 271-294</p>	<p>“Structures and Procedures: Collaboration and Communication”</p> <p>Discuss ways schools can encourage parent/guardian/ “family,” and community involvement.</p> <p>In class assignment: Develop a monthly newsletter format for your classroom. Write a letter of commendation.</p>
<p>February 19 AM Room change: University Hall 442, Main Campus Assignment due today: FCP/IEP Group Presentation</p>	<ul style="list-style-type: none"> ▪ Turn in draft of refined <i>Philosophy of Education</i> statement. ▪ Due: Family-Centered Perspectives/IEP Group Presentations

<p>February 19 PM</p> <ul style="list-style-type: none"> ❖ Assignment due today: Draft of refined Philosophy of Education statement ❖ Reading: Marion, Valadez, Woo. Pages 295-318. 	<p>Differentiated design: Long-range planning”</p> <p>Work in teams to begin thinking about creating a year-long, grade-level curriculum. Refer to state or district grade-level standards when designing this draft.</p> <ul style="list-style-type: none"> ○ SDAIE/ELL ○ GATE ○ Students with special education needs ○ Overall logic and flow of plan
<p>February 26 AM and PM(Valadez)</p> <ul style="list-style-type: none"> ❖ Bring a copy of yearlong school or district calendar to the next class. ❖ Bring a copy of state or district grade-level standards to the next class. 	<p>“Hanson Conference: Attendance is mandatory. Attend at least two sessions, please proof of attendance. Attend one session having to do with Science education. Write a two page reflection about the session, how you will use the information, likes and dislikes, etc.</p>
<p>March 4 AM and PM</p>	<p>Teaching Demonstrations and/or Presentations</p> <p>Science Fair at Valley Elementary</p> <p>Bring a completed Portfolio to class next week for Mock Interviews</p> <p>Due: Hansen Conference Reflection</p>
<p>March 11 AM</p> <ul style="list-style-type: none"> ❖ Assignment due today: Mock Interviews. Presentations (including application of rubric) 	<p>“Ways of Knowing” Social Commitment and Awareness”</p> <p>Debriefing of Science Fair.</p> <p>Due: Long Range Plans</p>
<p>March 11 PM</p> <ul style="list-style-type: none"> ❖ Assignment due today: Case Analysis 	<p>Mock Interviews</p> <p>Course evaluations.</p> <p>Wrap up and celebration!</p>

Self-Monitoring Form

Attendance/participation (15%)

Date	AM	PM	COMMENTS
1/22			
1/29			
2/5			
2/12			
2/19			
2/26			
3/4			
3/11			

Individual Assignments

Due Date	Assignment	Point Value	Grade
	Participation	15	
2/5	SST: <ul style="list-style-type: none"> ▪ Annotations ▪ Disability Data 	6 4	
3/11	Year-Long Planning Project	20	
2/19	IEP/Family-Centered Project	20	
3/5	Teaching Demonstrations: Science Fair	20	
2/19	Case Analysis	10	
3/5	Reflection from Hansen Conference	5	
3/11	Portfolio	Req'd./Ungraded	