

**California State University San Marcos
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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**EDMS 511: Teaching and Learning
(3 credit units)
CSUSM Summer Session, 2003**

Instructor:

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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 Objectives and Requirements:

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.

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

California Teaching Performance Expectations

Candidates for the Multiple Subjects 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 (TPE6a-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)

WHAT DO I NEED FOR CLASS?

Cummings, C., Nelson, C., & Shaw, D. (1996). *Teaching makes a difference* (5th ed.). Edmonds, WA: Teaching Inc. (CM)

Rosenberg, M., O'Shea, L. & O'Shea, D. (2002). *Student teacher to master teacher: A practical guide for educating students with special needs* (2nd ed.) Upper Saddle River, NJ: Merrill. (RO)

Thousand, J., Villa, R., & Nevin, A. (2002). *Creativity & Collaborative Learning: The practical guide for empowering students, teachers, and administrators.* (2nd ed.) Baltimore: Paul H. Brookes. (TH)

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	videos	written reflections

Evaluation of attainment of these knowledge bases and skills:
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attendance	punctuality	active participation in class quizzes
reflections	collaborative activities	class dynamics
critique of lessons	lesson plan design	group presentations
		lesson presentation

Professional and Administrative Requirements:
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- Attend all class sessions. Be on time. Please call the instructors 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.
- “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.
- 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.
- 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(s) know in advance. Any time that you have questions or concerns, please contact the instructor immediately.
- Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and instructors.
- 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:

GRADING SCALE:

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

Criteria for Grading:

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)

SCHOLASTIC REQUIREMENTS:

Participation

(2 points maximum/class X 14 classes = 28 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 @ 12 = 24 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 = 23 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:

	<u>Maximum Points</u>
Attendance & Participation	28
Design Two Lessons @ 12 pts./lesson plan	24
Quizzes (5 quizzes @ 2 points/quiz)	10
Reading Reflections (6 @ 3 to 6 points each)	23
Teach a Lesson	10
Total Teaching Act Presentation	<u>5</u>
Total Maximum Points	100

Summer 2003 EDMS 511 Class Schedule

<u>Class #</u>	<u>Date</u>	<u>TOPICS</u>	<u>READINGS FOR TODAY</u>	
			<u>ASSIGNMENTS DUE TODAY</u>	
1 & 2 UH 373	6/23 am & pm	Elements of Instruction Task & Concept Analysis Bloom's Taxonomy Selecting an Objective	CM 1,2, 3, & 11	
3 UH 373 UH 370	6/24	Selecting an Objective at the Correct Level of Complexity & Difficulty Quiz 1: Behavioral Objectives & Taxonomies	RO 5 TH 1	Reflection #1: Task Analysis
4 & 5 UH 373 Environment	6/27 am & pm	Affective & Psychomotor Taxonomies Teach to the Objective Focus on the Objective Quiz 2: Set & Closure Compare/Contrast	RO 3 & 8 CM 4, 8.& 9 Review C 2 & 3	Reflection # 2: Classroom
6 & 7 UH 373	6/30 am & pm	: Monitor & Adjust Universal Design Guided Practice: Lesson Planning	CM 5 TH 7	Reflection #3: Objectives

8 UH 373 UH 370	7/1 am	Lesson Planning continued Quiz # 3: Monitor & Adjust	CM 10	Reflection #4: Objectives
9 & 10 UH 373	7/7 am & pm	Motivation, Retention, & Transfer Theory	CM 6 & 7 TH 13	Reflection #5: Clarified Concepts DI Mini-Lesson #1
11 UH 373 UH 370	7/8 am	Reinforcement Theory Quiz # 4: Reinforcement Theory	CM Summary & Glossary	
12 & 13 UH 373	7/9 am & pm	Total Teaching Act Review Quiz # 5: Total Teaching Act DI Mini-Lesson Demonstrations		DI Mini-Lesson #2
14 UH 373 UH 370	7/10 am	DI Mini-Lesson Demonstrations MI Final Presentations		Reflection # 6: "Letterman's List"

Reading Reflection Prompts and Points

Reflection #1 (3 points)

Select one of the skills listed in Pause and Reflect 5.4 on page 129 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 256 of *Student Teacher to Master Teacher*.
6. With your observations and Chapter 8 in mind, please complete, Pause and Reflect 8.3 on page 263 of *Student Teacher to Master Teacher*.

Reflection #3: (3 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: (3 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: (4 points)

Identify 4 concepts, understandings, or procedures regarding taxonomies, instructional objectives, universal design, and/or 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 *Creativity and Collaborative Learning* 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.

Reflection #6: (4 points)

After reading Chapter 6 of *Student Teacher to Master Teacher* and Chapters 1 and 7 of *Creativity and Collaborative Learning*, 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.

CROSS-CULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

COMPETENCIES ADDRESSED BY THIS COURSE ARE ITALICIZED, SHADED AND INDICATED WITH ***

PART 1: LANGUAGE STRUCTURE & FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	9. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. <i>Organizational models: What works for whom? ***</i>	B. Perceptions of culture
C. Syntax	C. <i>Instructional strategies ***</i>	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. <i>Language in context ***</i>	A. <i>Teacher delivery for both English language development and content instruction***</i>	E. <i>Cultural congruence ***</i>
F. <i>Written discourse ***</i>	B. <i>Approaches with a focus on English language development***</i>	II. Manifestations of Culture: Learning About Students
G. <i>Oral discourse ***</i>	C. <i>Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)***</i>	A. <i>What teachers should learn about their students **</i>
H. <i>Nonverbal communication ***</i>	D. Working with paraprofessionals	B. <i>How teachers can learn about their student ***</i>

II. Theories and Factors in First- and Second-Language Development	II. Language and Content Area Assessment	C. <i>How teachers can use what they learn about their students (culturally responsive pedagogy) ***</i>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. <i>Purpose***</i>	III. Cultural Contact
B. <i>Psychological factors affecting first- and second-language development ***</i>	B. <i>Methods ***</i>	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. <i>Pedagogical factors affecting first- and second-language development***</i>	D. <i>Limitations of assessment ***</i>	C. <i>The dynamics of prejudice***</i>
E. <i>Political factors affecting first- and second-language development ***</i>	E. <i>Technical concepts ***</i>	D. Strategies for conflict resolution