

**Cal State 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 512: TEACHING AND LEARNING – II**  
*Differentiating Education for Every Person*

**(3 credit units)**

Summer Session, 2003

[Please note: This course is designed for Concurrent Credential students, and complements EDMS 511. It is supplemented by an online course site, which may be accessed at [www.courses.csusm.edu](http://www.courses.csusm.edu) (WebCT).]

<b>Instructor</b>	<b>Antonette W. Hood, Ed.D.</b>
<b>E-mail</b>	<a href="mailto:thood@csusm.edu">thood@csusm.edu</a> or WebCT Class Mail
<b>Phone</b>	<b>(760) 750-8513</b>
<b>FAX</b>	<b>(760) 750-3522</b>
<b>Office Location and Office Hours</b>	<b>UH212 by appointment</b>

**Course Description and Objectives**

This course:

- ❖ is built upon the principles of the Mission of the College of Education: diversity, educational equity, social justice, reflective teaching, and lifelong learning.
- ❖ will introduce participants to the Circle of Courage, and its implications as a theoretical framework for effective teaching and learning. Candidates will also be introduced to the Thirteen Handicapping Conditions, the Student Study Team (SST) process, Individualized Education Plans (IEPs), Peer Support Structures, the Educational Change Process, and Student Teaching Expectations.
- ❖ will provide participants with a safe environment for the discussion of and experimentation with a variety of techniques and methods of instruction.
- ❖ will provide participants with opportunities for examination of their educational philosophies and the application of their philosophy to: educational practice, the planning and delivery of meaningful lessons, and the utilization of appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences.
- ❖ will accentuate the attributes of highly qualified teachers, and will emphasize the importance of child- and family-centeredness in teaching.
- ❖ is designed to help credential candidates to develop the skills, knowledge, attitudes, and dispositions necessary to assist schools and districts in implementing an effective program 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.

## Course Themes

**This course will focus on:**

### I. 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

### II. Fundamental Areas of Teaching

- 1. Purpose for Teaching:** Participants will develop and refine their own philosophy of teaching grounded in theory, research, and practice.
- 2. Reflective Practitioners:** Participants will become active learners who continuously research, assess, apply and refine knowledge throughout their careers.
- 3. Professional Knowledge:** Participants will increase their understanding of the principles of learning, curriculum, instruction and assessment as well as demonstrate application of this knowledge in the effective development of learning opportunities for all students.
- 4. Student Focus:** Participants will work equitably and effectively with all students by respecting the diversity of ethnicity, race, gender and distinctive characteristics of each individual.
- 5. Teaching as a Profession:** Participants will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession.
- 6. Collaborative Relationships:** Participants will collaborate and create partnerships with colleagues, students, parents, businesses and community agencies.

### California Teaching Performance Expectations: “The TPEs”

The following TPE’s are addressed in this course:

TPE	Description	Course Assignment or Activity
TPE 2	Monitoring Student Learning During Instruction	SST
TPE 3	Interpretation and Use of Assessments	SST
TPE 4	Making Content Accessible	Matrix, SST, IEP, FCP
TPE 5	Ensure the Active and Equitable Engagement of All Students in the Learning Process	Philosophy Revision, Action Plan
TPE 6a-b	Developmentally Appropriate Practices in the Elementary Grades	Matrix, SST, IEP, FCP
TPE 6d	Developmentally Appropriate Practices for Special Education	Matrix, SST, IEP, FCP
TPE 7	Teaching English Language Learners	Mission, SST
TPE 8	Learning about Students	Matrix, SST, IEP, FCP
TPE 9	Instructional Planning	SST
TPE 10	Instructional Time	SST, FCP
TPE 11	Social Environment	SST, Circle of Courage, FCP
TPE 12	Professional, Legal, and Ethical Obligation	IEP, SST, FCP, Matrix
TPE 13	Professional Growth	Action Plan, Philosophy Revision
TPE 14	Educational Technology	Interactive Online Activities
TPE 15	Social Justice and Equity	Mission, Course Activities & Assignments

### **WHAT DO I NEED FOR CLASS?**

Choate, J. S. (2000). *Successful inclusive teaching: (3<sup>rd</sup> ed.)*. Needham Heights, MA: Allyn and Bacon. (C)

Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development. (VT) [Note: Students who took EDUC 350 may already have this text.]

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. (VTN)

A three-ring binder (@ 2"-3") separated into 16 sections in which to organize and collect artifacts from your program that represent evidence of your attainment of the California Teacher Performance Expectations (TPEs).

#### **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.

#### **WebCT Online Course Supplement Attendance and Participation**

Please note that this course is supplemented by online components (WebCT). Participants are required to access portions of the course using WebCT, and they are required to participate in online discussions and class activities there. This requirement is included in the attendance and participation grade in this course.

## Competencies for the Instruction of English Learners (CLAD)

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

## Assignments

*Specific descriptions and criteria for all assignments will be provided in the online course supplement (WebCT).*

Assignment	TPEs	Point Value
Attendance and Course Participation	12, 13	<b>15</b>
Mission Statement Responses (4)	2-15	<b>4</b>
Circle of Courage Belief Statements	2-15	<b>5</b>
The Matrix: 13 Handicapping Conditions	1, 2, 4, 6, 9, 10, 14, 15	<b>15</b>
Student Study Team Presentation & Mentoring	1-13; 15	<b>15</b>
Peer Support Structures	2-11; 15	<b>5</b>
Family Centered Perspective Presentation & Report	1-13; 15	<b>10</b>
Personal Credo	12, 13	<b>6</b>
Revised Philosophy of Education w/ Action Plan	12, 13	<b>10</b>
Peer Evaluation	2, 3, 8, 9, 13	<b>5</b>
WebCT Communication	1-16	<b>10</b>

## Professional and Administrative Requirements

Attend and participate in all class sessions, be on time, stay for the entire session, and contact the instructor and a classmate when you must miss all or part of class.

Missed classes are absences, and can't be made up. One summer session day is the equivalent of 2 classes.

**Always** use “person-first” language (e.g., use “student with autism” rather than “autistic student”).

Word process and keep copies of all written work (for potential use as professional portfolio entries).

For full credit, assignments are due on or before the date indicated on the syllabus.

Demonstrate positive interpersonal skills with classmates and guests.

Any time you have questions or concerns, please contact your instructor immediately.

## Activities And Methods for Realizing and Evaluating Course Objectives

Activities and Methods for Realizing Course Objectives	Activities/Methods for Evaluating Attainment of Objectives
class dynamics	attendance/punctuality
group work	person-first language use in all discussion and written work
lectures	collaborative activities
readings	quality of projects & presentations
guest speakers	timely assignment completion
videos	demonstration of positive interpersonal skills and dispositions
class discussions	written reports and reflections
peer mentoring	online activities
online course supplement & interactive technology use	class dynamics
demonstrations & simulations	peer support
learning community development	participation and professionalism

## Grading Rubric for EDMS 512

### **“A” students:**

1. perform at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
2. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
3. complete ALL major assignments thoroughly, thoughtfully, and professionally, receiving 3.5 – 4 average on all assignments.
4. make insightful connections between all assignments and their developing overall understanding of teaching and learning; they continually question and examine assumptions in a genuine spirit of inquiry.
5. show high level achievement of or progress toward course goals.
6. always collaborate with their colleagues in professional and productive ways, working with integrity to enhance each participant’s learning .
7. consistently complete all class preparation work and are ready to engage in thoughtful discourse.
8. demonstrate responsibility to meeting attendance requirements (see syllabus).

### **“B” - “C+” students:**

1. perform at a high or adequate level, adequately or consistently and effectively meeting course objectives and requirements.
2. comply with the course requirements and expectations.
3. complete ALL major assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.6 –3.5 on assignments.
4. usually connect assignments to their developing overall understanding of teaching and learning; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
5. show reasonable achievement of or progress toward course goals.
6. generally collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
7. complete most class preparation work and are ready to engage in thoughtful discourse
8. demonstrate responsibility to meeting the attendance requirements (see syllabus).

### **Less than “C+” students:**

1. perform at less than an adequate level, insufficiently meeting the basic course objectives and requirements.
2. demonstrate an inconsistent level of compliance to course requirements and expectations.
3. complete some assignments OR fail to complete one major assignment, but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 0 – 2.5 average on all assignments.
4. make limited connections between assignments and their developing overall understanding of teaching and learning; may not be open to examining assumptions or implications.
5. attempt but show limited progress in achieving course goals.
6. collaborate with their colleagues in ways that are not always professional or productive; participant’s may be distracted from learning.
7. complete some class preparation work and are generally under-prepared to engage in thoughtful discourse
8. meet the minimum attendance requirements (see below).

**Students with less than a “C+” fail to meet the minimum requirements of a course in the teacher credential preparation program.**

### Additional Grading Notes

- Students must meet the attendance and average assignment score requirements to be eligible for the grade described. They are “prerequisites” for being eligible for a particular grade.
- Students falling in between grade levels will earn a (+) or (-) at the instructor’s discretion.
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student’s readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.
- All students will come to class prepared. 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 after the class session in which they are due. Extraordinary situations 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. (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 SCALE

A	(3.5-4.0)	93-100
A-	(3.5-4.0)	91-92
B+	(3.5-4.0)	89-90
B	(2.6-3.5)	83-88
B-	(2.6-3.5)	81-82
C+	(2.6-3.5)	79-80
C	(0-2.5)	73-78
C-	(0-2.5)	71-72
D	(0-2.5)	65-70
F	(0-2.5)	Below 65

#### 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.