California State University San Marcos
College of Education

EDMS 512: Elementary Teaching and Learning II
Differentiated Design for All Students

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Mission Statement of the College of Education

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, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

INFUSION

CLAD
In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

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.

COURSE DESCRIPTION

This collaboratively designed two-semester course is an introduction to the teaching and learning of all students. The course accentuates the principles prescribed in the Mission of the College of Education: diversity, educational equity and social justice, reflective teaching, and lifelong learning. The course infuses general and special education standards, and includes web-based components and participation in public schools. The online site may be accessed at www.courses.csusm.edu. Students will be required to do some assignments online.

The following themes are emphasized:

- Structures and Procedures that Promote Learning
- Reflective Practice
- Ways of Learning and Knowing Connected to Practice and Social Commitment
- Differentiated Design
- Teachers as Professionals

REQUIRED TEXTS AND WEBSITES

1. Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.).* Needham Heights, MA: Allyn and Bacon.
2. Custom Reader
3. http://courses.csusm.edu
4. Villa, R. and Thousand, J. (1995). *Creating an inclusive school.* Alexandria, VA: Association for Supervision and Curriculum Development.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

➢ Engaging and supporting all students in learning
➢ Creating and maintaining effective environments for student learning
➢ Understanding and organizing subject matter for student learning
➢ Planning instruction and designing learning experiences for all learners
➢ Assessing student learning
➢ Developing as a professional educator

TEACHING PERFORMANCE EXPECTATIONS

A. Making Subject Matter Comprehensible To Students
    TPE 1:   Specific Pedagogical Skills for Subject Matter Instruction
    TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

B: Assessing Student Learning
    TPE 2:   Monitoring Student Learning During Instruction
    TPE 3:   Interpretation and Use of Assessments

C: Engaging and Supporting Students in Learning
    TPE 4:   Making Content Accessible
    TPE 5:   Student Engagement
    TPE 6:   Developmentally Appropriate Teaching Practices
    TPE 6A: Developmentally Appropriate Teaching Practices K-3
    TPE 6B: Developmentally Appropriate Teaching Practices 4-8
    TPE 6D   Developmentally Appropriate Teaching Practices for Special Education: Teaching the Special Education
                  Population in the General Education Environment
    TPE 7:   Teaching English Learners

D: Planning Instruction and Designing Learning Experiences for Students
    TPE 8:   Learning about Students
    TPE 9:   Instructional Planning

E: Creating and Maintaining Effective Environments for Student Learning
    TPE 10:   Instructional Time
    TPE 11:   Social Environment

F: Developing As A Professional Educator
    TPE 12:   Professional, Legal, and Ethical Obligations
    TPE 13:   Professional Growth
    TPE 14:   Technology in Teaching and Learning
    TPE 15:   Social Justice and Equity
    TPE 16:   Bilteracy

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

Expectations

➢ Students must come to class prepared to discuss required readings, submit required assignments, and participate in class activities. Teacher education is a professional preparation program, and students will be expected to adhere to standards of dependability, confidentiality, and writing achievement.

➢ Attend all class sessions, be on time, stay for the entire session, and contact the instructor and your class partner when you must miss all or part of class.

➢ Word-process and keep copies of all written work.

➢ Complete and hand in all assignments on the given due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please notify the instructor. Grades on assignments will be lowered by 10% for each day the assignment is late. After one week, the assignment will not be accepted.

➢ Read and understand the university policy on plagiarism.

➢ Students must participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.

➢ If you miss two class sessions, or are late (or leave early) for more than three sessions, you cannot receive a grade of A. If you miss three class sessions, you cannot receive a grade of B.

➢ To receive a teaching credential from the state of California you must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education course

Assignments

Specific criteria for all assignments will be provided.

Attendance and Reading Summary Responses *(TPE's 12, 13)*	45 pts.
Case Study Write Up (*TPE's 1,2,4,6,9,10,14,15*)	15 pts.
Philosophy Action Plan (*TPE's 12, 13*)	15 pts.
Personal Credo (*TPE's 12, 13*)	15 pts.
SST In-Class Presentation (*TPE 1-13, & 15*)	15 pts.
Unit Plan (*TPE 3,4, 5, 6, 7, 8, 9, 10, 11*)	20 pts.
WebCT Discussion *(TPE 1-16)*	15 pts.
IEP In-Class Presentation (*TPE's 1-13, &15*)	15 pts.
IEP Questions 4 @ 5pts. (*TPE's 1-13 & 15*)	20 pts.
Portfolio (*TPE's 1-16*)	25 pts

Grading Scale:

A	100% - 90%	C	79% - 70%	F	below 59%
B	89% - 80%	D	69% - 60%		

SESSION	TOPIC	READINGS	ASSIGNMENT
Jan. 24/F	• Course Overview • *Arts Infusion – The Arts are Still Essential!* • *Putting your philosophy into action* • *Review Requirements for all readings, assignments, and projects via webCT* • Review TPE's	***Read syllabus and assignments on webCT***	
Jan.27/M. Jan. 31/F	Theme: Structures and Procedures That Promote Learning • Visual Thinking Skills with Guest Speaker	(Reread) **Thous:** *Ch.1,2,3,4,7* **Choate:***Ch. 1,3, 16*	*Practice webCT Discussion Field assignment at ST site*
Feb. 3/M Feb. 7/F	*Theme: Ways of Learning & Knowing Connected to Practice and Social Justice* • Case Study • Teaching as a social action • Social Understanding and Moral Development	*DEEP:* **pg. 99-138** **Thous:** *Lecturette*	**Case Study Pre-Activity Writing**
Feb.10/M Feb. 14/F	• Accommodations, modifications, and interventions for diverse learners • SST Process - Intro	*Choate***: pg. 1-17** **Thous**:*.Lecturette* *WebCT: SST Resources*	**Case Study Write-Up**
Feb. 17/M Feb. 21/F	• *Mask Making* • SST Process – Roles, Responsibilities, Procedures	DEEP: pg. 271-294	*Portfolio Check* **SST Presentations**
Feb. 24/M Feb. 28/F.	*Theme: Differentiated Design* • Assessment • Long range planning • Authentic Curriculum Integration	*DEEP: pg. 295-345*	**Science Unit Plan Design** *(bring all support materials to class)*
Mar. 3/M Mar. 7/F.	• Universal Design/IEP process • *Hansen Symposium*	Choate: Ch. 1 **Thous**.:*Lecturette* *WebCT: websites*	**webCT Discussion** **Philosophy Action Plan** **Personal Credo**
Mar. 10/M	*Theme: Reflective Practice/Metacognition* • *Arts Legacy Project: Where we've been, where we're headed* • Reflective teaching/inquiry, research, action research		*IEP Presentations* *-Special Ed. Resource List* *-IEP Process Review* *-IEP Components* *-Best Practices Checklist*
Mar. 14/F	*Theme: Teachers As Professionals* • Collaborative Activities and Opportunities • Continuum of Professional Development • Portfolio sharing and Reflection		*Portfolio*

Please note, throughout the semester handouts and other specialized readings will be distributed in class for discussion and reflection.