

CSU San Marcos	EDMS 512: Teaching and Learning, part II 3 units)
Instructors: Dr. Gail Senter	E-mail: via WebCT
Office: University Hall 422B	Telephone/messages (760) 750-4295
Ms. Robin Kellogg	E-mail: via Web CT
Office: University Hall 232	Telephone/messages (760) 750-8513
	Fax: (760) 750-3352
Office hours: _____	Office hours: _____

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)

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.

CSUSM program core themes

- Ways of learning and knowing—connected to practice
- Structures and procedures that promote learning
- Differentiated design
- Reflective practice/metacognition
- Teachers as professionals

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

REQUIRED TEXTS:

Custom Reader. (2002). [the “Marion” text].
Senter. (2003). *Custom resource book* (short book)
Choate, J.S. (2000). *Successful inclusive teaching, 3d.*]
Villa, R. & Thousand, J. (1995). *Creating an inclusive school.*
Websites: Course WebCT site: <http://courses.csusm.edu>

OPTIONAL TEXTS:

Senter & Charles. (2002). *Elementary classroom management, 3d.*
Elementary Grades Task Force Report. (1992). *It’s Elementary.* .
Charles. (2002). *Building classroom discipline, 7th.* .
ISTE. *National Educational Technology Standards for Teachers Preparing Teachers to use technology.* (2002).

COURSE OBJECTIVES: Upon completion of EDMS 512, the teacher candidate will demonstrate understanding of:

- 1. theory and knowledge gained from CSUSM prerequisite and teacher education coursework and observation/participation experiences in public school settings by applying them to activities and applications in EDMS 511 and EDMS 512.
- 2. the organization and process of Student Study Teams (SSTs) for meeting student needs by applying the components of an effective SST to successfully meet the needs of a student.
- 3. the use and design of Individual Education Plans (IEPs) by designing an IEP to meet the needs of a student.
- 4. elementary classroom realities and situations affected by the school year and long-term planning and the California state frameworks, standards, and model curriculum guides by designing an appropriate grade level calendar for an academic year.
- 5. personal beliefs related to teaching by refining the philosophy of teaching.
- 6. portfolio concept by collecting, selecting, and reflecting on work and experience in order to show personal learnings and growth.

Additionally, upon completion of EDMS 512, the teacher candidate will:

- 7. appreciate the complexities of the teaching-learning process and of planning.
- 8. value the realities and rigors of the teaching profession.

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Teacher education is a professional preparation program, and students are expected to adhere to standards of dependability, confidentiality, academic honesty, and writing achievement.
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EXPECTATIONS AND PROFESSIONALISM

Regarding attendance: Due to the dynamic and interactive nature of courses in the COE, 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. If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of **A**. If three class sessions are missed, the highest possible grade that can be earned is a **C+**. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements. *(COE policy adopted 1997)* Attendance will be recorded by the instructor on nametags distributed at the beginning and collected at the end of every class meeting.

Punctuality. Please be on time to class and ready to work, and return promptly from breaks.

Dependability. Come to class prepared to discuss readings and to participate actively in discussions. When involved in group projects, share your resources and accept responsibility and accountability for the final outcome by fulfilling your obligations.

Collaboration. Work together in a supportive and mutually beneficial way.

Regarding cell phones and pagers. Please turn off phones and pagers or set to vibration before entering the classroom.

Regarding assignments. Students are responsible for all assignments. Dates for presentations and written assignments appear on the tentative course calendar in the course materials. Absences do not affect due dates. Additionally, keep personal copies of all written work.

Please be prompt with your work. The highest score late work will earn is **B+**, and may be returned without comment/critique. (Scores will be given on a sliding scale over a three-week acceptance period.)

***A minimum grade of C+ in this course is allowable; however, CSUSM College of Education requires that students maintain a minimum average of B- for the entire program.*

Regarding Below Standard Work. Students who earn a grade lower than **B-** on a paper may be invited to rewrite it, with prior approval from the instructor (I will make a note on your original work. Rewrites are limited to one assignment per student. The rewrite, along with the original work, will be due one week after the original paper is returned to the student. *Note:* Both grades will be averaged; consequently, reworked papers will not be eligible for an **A** grade.

General criteria for written assignments:

You may use the services of the Writing Center to assist you in producing graduate-level papers. In general, the following expectations apply to all written assignments:

- content quality and clarity: depth and breadth, reflection and insights, scholarly discussion
- writing quality and clarity, including mechanics, spelling, grammar, appropriate language (Continued errors, as well as sexist and/or racist language are inappropriate and unacceptable.)
- appropriate use of respectful, person-first language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”—refer to custom resource book for additional information regarding objections and preferred language)
- overall appearance, completeness, timeliness, and inclusion of cooperative worksheet and/or other appropriate forms
- all assignments, except for in-class work such as quick writes and peer journal responses, are to be typed, double spaced.

General Grading Scale:	A = 100-93%	A- = 92-90%	
	B+ = 89-87%	B = 86-83%	B- = 82-80%
	C+ = 79-78%		

Regarding readings. Textbook and supplemental readings provide the foundation for class discussions, participation, and assignments. While will not teach the textbook, it is essential that you are prepared with the readings and able to apply information to your work.

Regarding activities, assignments, and assessments.

- **Activities:** generally, application experiences done in class.
- **Applications:** generally graded projects or presentations by individuals and small groups.
- **Assessments:** generally larger projects, products or presentations, referred to as Critical Assessment Tasks (CATs).

All activities, applications, and assessments ask you to apply, analyze, synthesize, and evaluate much of what is covered in this course. Each application and assessment requires very focused attention to specific aspects of the inclusive elementary classroom setting. Some are intended to help you process and build foundational information and understanding. Others will be submitted for review and credit. Refer to custom-printed course *Resource book* for specific assignment details and expectations.

The interview is intended to help you investigate and confirm what teachers say about teaching realities and student diversity and inclusion in public schools. It also encourages you to examine and consider a veteran teacher's questions, concerns, and expectations.

Application 8, the Student Study Team activity, is intended to give you opportunity to investigate the function and responsibilities of an SST and work through the process to plan an SST designed to address student's learning needs prior to referral for special education assessment.

For Application 9 you will develop an Individual Education Plan (IEP) as the next step in the special education process.

Application 10 is a year-long calendar of intended content and skills intended for one grade level. This activity will be completed and submitted as a collaborative activity.

Application 11 requires you to refine your personal philosophy of teaching. This is a dynamic document that has evolved through the program.

Finally, Application 12 requires you to revisit your coursework, assignments, and experiences related to your teaching preparation. By planning and organizing a portfolio of your work, effort, and investigations in teacher preparation, you have the opportunity to examine and evaluate your learning and showcase what you feel are best examples of your personal interests, experiences, and accomplishments, and of the thinking and learning you have done in this class and the program. Your portfolio gives you opportunity to share with others your reflections and personal growth as an individual who is entering the career of teaching.

Please think about these two things:

“The standard of excellence on any job site is defined by the sloppiest piece of work that you will accept.”

(F. Jones)

“If you don't have time to do it right, when are you going to have time to do it over again?”

(Unknown)

QUICK SUMMARY; GRADED COURSE REQUIREMENTS

(nc/ec)	Teacher interview	_____
15 pts	Application 8: Student Study Team (SST)	_____
15 pts	Application 9: Individual Education Plan (IEP)	_____
15 pts	Application 10: Year-long calendar	_____
15 pts	Application 11: Philosophy of Teaching	_____
30 pts	Application 12: Portfolio	_____
10 pts	Other: observations (log, documentation), attendance, participation, group activities	_____
(nc/ec)	Observation overview	_____
<i>100 pts</i>	<i>Total possible points for course</i>	_____

Class Norms . . .

Honor time

Take responsibility for
your own learning and comfort

Participate actively

Honor learning styles

Observe "quiet sign," "quiet signal"

Have fun!!

COE 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 quality 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.
(adopted by COE Governance Community October 1997)

Students with disabilities requiring reasonable accommodations. Students are approved for services through the Disabled Student Services Office (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 special accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CLAD Infusion. 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 [or in course materials] and the competencies covered in this course are highlighted.
(approved 12/9/97)

Special Education Infusion. Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusing of special education competencies that reflect inclusive educational practices.

Technology Infusion. This course infuses technology competencies to prepare our candidates to use technologies, emphasizing use in both teaching practice and student learning.

EDMS 512: Teaching and Learning part II

Tentative Calendar: Topics/activities, Related Readings, Assignments

.spring 2003

Date	Topics/Activities	Related Readings	Assignments due + Notes/comments
1/21	<ul style="list-style-type: none"> • Introductions • Course preview: syllabus, textbooks • Review 511 • Teaching-Learning process 		
1/23	<ul style="list-style-type: none"> • Cooperative learning concepts • Computer lab 		
1/28	<ul style="list-style-type: none"> • Student Study Teams 		
1/30	<ul style="list-style-type: none"> • Planning • Assessment 	pp. 295+ pp. 319+	Circle the Sage
2/4	<ul style="list-style-type: none"> • Rubrics • Parent conferences • SST work time 	pp. 379+ pp. 271+	Circle the Sage
2/6	<ul style="list-style-type: none"> • Individual Education Plans 		Teacher interview due
2/11	<ul style="list-style-type: none"> • Reasoning • Room arrangements 	pp. 139+	Circle the Sage Carousel Feedback SST (with rubric for written and oral) due
2/13	<ul style="list-style-type: none"> • SST presentations • IEP work time 		SST group presentations
	<ul style="list-style-type: none"> • IEP work time 	pp. 99+	Circle the Sage

2/18		pp. 619+	
2/20	<ul style="list-style-type: none"> • Calendar research time 		IEP due
2/25	<ul style="list-style-type: none"> • F.A.T. City 		
2/27	<ul style="list-style-type: none"> • Emotions of stress 	pp. 421+	Circle the Sage Calendars due
3/14	<ul style="list-style-type: none"> • Review 		
3/6	<ul style="list-style-type: none"> • Peer read portfolios • Portfolio presentations (small groups) 		Portfolios due
3/11	<ul style="list-style-type: none"> • Closure Parts I, II 		Philosophy due
3/13	<ul style="list-style-type: none"> • Closure Part III • Course closure 		