

California State University San Marcos College of Education

EDMS 526: Learning and Instruction (CRN#22397) Spring 2002

Class Meetings: Tuesday/Friday 8:00-11:45 AM Room: ACD 404

Instructor: Candy Singh
Work Phone/Fax: (760) 741-8605

Office Hours: By Appointment
E-Mail: csingh@csusm.edu

The Mission Statement of the College of Education, CSU 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.

CLAD Infusion

In 1992, the College of Education voted to infuse Crosscultural, 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.

Course Description: This course for prospective elementary teachers provides an introduction to the psychology of learning and instruction. The course includes an exploration of the foundations of learning and their applications to their educational practice.

Course Objectives:

- ❖ Students will demonstrate writing effective lesson plans (daily, weekly, unit) that use SDAIE methodologies to accommodate diverse language and learning differences and that are linked to curriculum standards/frameworks and sequences of instruction.
- ❖ Students will interpret major learning theories through various applications in course assignments.
- ❖ Students will describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language development.
- ❖ Students will conceptualize, organize and implement strategies that result in multicultural/multilingual, democratic classroom environments that promote prejudice reduction and conflict resolution.
- ❖ Students will identify and analyze a variety of learner centered instructional strategies including those that maximize comprehensible input, student interaction, and learning strategies for content and language development.
- ❖ Students will create assessment plans that are ability, age, language, and task appropriate.
- ❖ Students will develop strategies for becoming informed about learners, including family, community, and learning styles.
- ❖ Students will articulate a personal philosophy of learning that includes an analysis of the differential power relationships that come into play in the classroom.

Required Texts:

- ❖ *Effective Teaching Methods*. Borich, Gary, Prentice Hall (2000).
- ❖ *Classroom Teachers Survival Guide*. Partin, Ronald, Merrill Prentice Hall (1999).
- ❖ 6 Week Subscription to *Education Week*

Optional Texts:

- ❖ *The First Days of School*. Wong, Harry, Harry Wong Publications (1998).

COURSE REQUIREMENTS

It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher education is a professional preparation program. Students will be expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Late work will affect the student's grade in the course and will not be accepted after a week. Please discuss individual issues with the instructor.

.....

College of Education Attendance Policy: This course is participatory in nature, therefore your attendance and involvement is important. Absences and late arrivals/early departures will affect the final grade. **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 3 class sessions, your highest possible grade is a C+.** COE attendance policy states, "At a minimum, students must attend 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 students have extenuating circumstances, please contact the instructor as soon as possible. You must maintain a B average (3.0) with all grades at C+ or better in your teacher education courses to receive a teaching credential form the state of California.

Late Work: Reading logs will not be accepted late. Three points will be deducted from all assigned work if turned in late. No work will be accepted more than a week late.

ASSIGNMENTS AND GRADING:

- ❖ **Chapter Previews/Reading Response (15 Points):** The nature of this class relies heavily on classroom dialogue. Therefore attendance and preparation for class are essential. Written reading response logs designed to assess attendance in class and preparedness for class will be due at the beginning of each class session. Reading logs will reflect your thoughts on assigned readings for that date. Chapter Previews are designed to introduce the key vocabulary and concepts presented in the upcoming reading and will be given at the end of each class session. Individual reading logs and previews are not graded; rather their timely submissions are noted and points are assigned on the basis of having completed the assignment for the semester. Reading logs will not be accepted late.

- ❖ **Education Article Analysis - Quick Writes (10 Points):** As we analyze and discuss various articles from *Education Week* throughout the semester, you will be asked to complete “quick writes” (in class writing response) regarding a given article. Quick writes should include the title and author of the article, a brief overview of the main ideas and an analysis of your thinking regarding the topic and how it relates to issues covered in class and other assigned readings. **There will be no make-ups for these writing assignments if you are absent.**
- ❖ **Field Observations (30 Points):** The value of this course rests in your ability to connect theories and principles presented in course readings and class activities and observe them being applied (or not) in a real classroom. To facilitate this, you are required to turn in 3 reflections which describe observations conducted in your student teaching assignment. We will be discussing the California Standards for the Teaching Profession in class. Your observations will collect evidence of these standards in your fieldwork classrooms. As beginning teachers you will be expected to show evidence of these standards in your own teaching. In the narratives on given topics, you will highlight key observations, connect these to class readings and discussions, provide your own assessment of what works (and what doesn't) in the class, and how you might do things similarly/differently in your own classroom.
- ❖ **Unit Plan (20 Points):** An interdisciplinary unit plan will be completed individually or with a partner. This unit plan will be specific to a grade level, incorporate a theme and will reflect your knowledge of lesson design and organizations, as well as content standards in language arts and/or math. This is a culminating project, and should reflect your understanding of course readings, discussions and classroom observations.
- ❖ **Lesson Plan (10 Points):** Create a detailed lesson plan that is meaningful and engaging for students. The detailed lesson plan can be taken from the 3-week unit plan that you are required to complete.
- ❖ **Philosophy/Creating a Classroom (15 Points):** This is an opportunity to plan out a classroom of your own. It will involve developing an introductory letter to a principal explaining your philosophy of education, goals for classroom discipline, procedures that are grade appropriate, and parent letter.

GRADES:

Grades will be determined by the total number of points:

Reading Response/Preview:	15 Points
Article Analysis:	10 Points
Unit Plan:	20 Points
Individual Lesson Plan:	10 Points
Classroom Observation Essays:	30 Points
<u>Philosophy/Creating a Classroom:</u>	<u>15 Points</u>
	100 Points

A (93-100) A- (90-92) B+ (88-89) B (83-87) B- (80-82) C+ (78-79) C (73-77)
 C- (70-72) D (60-69) F (0-59)

Reading Log/Chapter Previews

Reading Log Requirements:

- ❖ You will share your log through class discussions or activities.
- ❖ You may choose 10 out of the 13 chapters assigned chapters to write your reading response log. Make sure you have read ALL chapters before coming to class.
- ❖ Use a double entry journal format for recording information or ideas you are responding to.
- ❖ Each log must be typed and include 5-8 important topics, issues or principals from the reading in the left-hand column.
- ❖ Record quotations from the text in the left-hand column.
- ❖ Use the right-hand column to record your comments, thoughts, questions, and connections to coursework/fieldwork. These comments should directly respond to what you have written in the left-hand column. Skip some spaces between entries so it is clear when you are writing to a new point of reference.
- ❖ Leave space at the bottom for reviewer comments and additional reflections.

Chapter Preview Requirements:

- ❖ With a small group of students you will pre-read an assigned chapter in preparation for previewing the chapter for the rest of the class.
- ❖ Each person in the group will take a section of the chapter to preview for the class.
- ❖ You will give an overview of the chapter's contents, including key vocabulary and concepts.
- ❖ You are required to use some kind of visual (overhead, charts, handout, etc) to summarize the key concepts in the chapter.
- ❖ Active involvement of all the learners is critical.
- ❖ One combined handout with the names of all group members (and their section of the chapter) is due to the instructor at the start of your presentation.

Sample format of a Double Entry Journal:

Reading in Learning and Instruction

Source from Reading (quotes, ideas, etc)

“

_____” Pg. _____

Response (comments, thoughts, etc)

This makes me think of when I was in school and there were very few students who.....

“

_____” Pg. _____

New England Colonies impact on education was not appropriate because...

Educational Article Analysis

Requirements:

- ❖ You must have your most recent copy Education Week in class.
- ❖ In your in-class writing response you must include the name of the article, author, source and date.
- ❖ You will summarize of the main points of the article.
- ❖ Your analysis of the article will include your thoughts about the implications for school today, and how the article relates to concepts studied in class.
- ❖ You must also include YOUR personal response to the article.
- ❖ Any other pertinent information.

Key Skills/Knowledge I will be evaluating:

- ❖ Can you write a “report of information” with consolidated ideas that are correct?
- ❖ Did you analyze the article and make connections to class/fieldwork?
- ❖ Were you able to take a broad topic in education and gain an understanding of the complexity of the issues?
- ❖ Are you able to dialogue about the issue well enough to clarify your understanding?

Classroom Observation Reports

Requirements:

- ❖ Observe at least 15 hours of elementary school classrooms that include regular, English language, special education, and GATE students.
- ❖ Connect your observations by directly stating what you observed and how it is related to what you have read in your text and what we have discussed in class.
- ❖ Submit 3 written papers (3 pages, typed, double spaced) addressing the topics described below.
- ❖ Explain, through your own reflection, what you perceived to work effectively and what did not (and why). Consider what you might incorporate or do differently in your own classroom.
 - **Observation Report #1: Creating and Maintaining Effective Environments for Student Learning** - Observe the formal and informal management and discipline systems your master teacher uses in the classroom. Note the procedures and routines used, how well they work to make the physical environment comfortable, and how they contribute to increased instructional time. Finally, note the interactions between students (social environment) and how this contributes to the overall learning environment.
 - **Observation Report #2: Planning Instruction and Designing Learning Experiences** – Analyze the teacher’s use of California Content Standards in instructional planning. In addition, what role does pre and on-going assessment play in the instructional planning? Do the standards, along with assessment, form the basis for instructional decisions? Note the teacher’s awareness of student readiness and learning profile and how these factor in to instructional planning.
 - **Observation #3: Engaging and Supporting Students in Learning** – Describe the specific strategies the teacher uses to keep all students involved in the learning process. Observe the specific behaviors of students. Are most of the students engaged most of the time? Analyze the instructional strategies used in the classroom. What strategies does the teacher use to make content accessible and engaging to ALL students (regular, English Language Learners, special education and GATE students)?

Key Skills/Knowledge I will be evaluating:

- ❖ Ability to apply the theories and principles presented in class to the observations in a real classroom. Each paper should explicitly refer to the concepts presented in class and in assigned readings, and should include your own ideas and those gleaned from class discussions.
- ❖ Ability to communicate your observations clearly and effectively in writing.
- ❖ Ability to apply your thinking about classroom observations/class discussions to your own teaching practice in order to improve your effectiveness as a classroom teacher.

Individual Lesson Plan

Requirements:

- ❖ Create one detailed lesson plan (from your 3-week unit plan) for a sheltered elementary classroom.
- ❖ Lesson plans will follow the outlined presented in class. Lesson plans should include:
 - Objectives: What will the students know or be able to do by the end of the lesson (based on district curriculum/state standards)?
 - Instructional Strategies: What specific instructional strategies will you use to teach the objectives?
 - Special Needs: What modifications will you make to meet the needs of the varied learners in your class, including English Language Learners, special education and GATE students?
 - Assessment: What kinds of assessment strategies will you use to ensure the students have learned the concepts you've taught?
- ❖ This plan should be detailed enough so that a substitute could teach your lesson from it. He/she would know what to say and do as the teacher, and would know what you expect students to do. The learning objectives (what the students will know or be able to do by the end of the lesson) should be clear, and he/she would be able to tell if the student "got it." He/she would also know the sources you used to create the lesson.

Key skills/knowledge I will be evaluating:

- ❖ Ability to create a clear, meaningful, interesting and appropriate lesson plan containing goals and objectives, sound instructional strategies, assessment strategies, and modifications for varied learners.
- ❖ Ability to integrate elements of effective instruction which:
 - Are based on the district curriculum/state standards.
 - Include student-centered activities, critical thinking, active involvement, and meaningful experiences.
 - Address the needs of diverse learners.

Unit Plan

Requirements:

- ❖ Work with a partner or by yourself to create an original 2-week unit plan of instruction in any content area that is appropriate for a sheltered, elementary classroom.
- ❖ The unit should clearly outline:
 - Objectives: Each day will have clearly stated instructional objectives based on district curriculum/state standards.
 - Instructional Materials/Resources: What books, handouts, games, equipment or other materials will you need (and students use) to teach the objectives? What resources did you use to develop a better understanding of the concepts and get ideas to teach a meaningful and interesting lesson? Materials should include all supplies you will need to teach the lesson.
 - Instructional Strategies: Each day will have the instructional strategies you will use to meet the objectives (following the lesson outline presented in class).
 - Modifications for Diverse Learners: How will you accommodate the needs of the varied learners in your class?
 - Assessments: How will students demonstrate the skills and knowledge they have learned in the lessons/throughout the unit?

Key skills/knowledge I will be evaluating:

- ❖ Ability to create clear, meaningful and interesting lessons within a unit of study containing:
 - Objectives based on district objectives/state standards.
 - Instructional materials.
 - Sound instructional strategies.
 - Effective elements of instruction.
 - Modifications for diverse learners.
 - Assessments
- ❖ Ability to integrate elements of effective unit plans which:
 - Integrate language arts across the unit (reading and writing)
 - Meet district or state standards.
 - Include students centered activities, critical thinking, active involvement, and meaningful experiences.
 - Address the needs of diverse learners.

Philosophy – Creating a Classroom

Requirements:

- ❖ Develop your philosophy of education based on what you have learned about teaching and learning.
- ❖ You will write/organize a 4-6 page paper (typed, double spaced) that will include four components:
 - Letter to a Principal – You will outline your philosophy by writing about key characteristics of teaching and learning (as you see them) and their implications for how you teach. This will give you the opportunity to consider the principles upon which your instruction will be based.
 - Drawing Your Classroom – You will develop you classroom layout and how it would looked based on the theories we have studied. This can be drawn or written, whichever you are most comfortable with. If you draw your classroom, include a written explanation of your rationale for its organization.
 - Management plan – You will write a classroom management plan that you could send home to parents at the beginning of the school year, clearly stating your plan and how parents can assist you in supporting the plan. Include positive and negative consequences for behavior.
 - Procedures and Routines of the Classroom – You will create an outline of everyday procedures (e.g. passing out paper, collection of papers, coming into the room, etc.). These would be the routines that students would follow to make the most of your daily instructional time.

Key skills/knowledge I will be evaluating:

- ❖ Is your writing clear about the characteristics of effective teaching and learning?
- ❖ Would the principal know what instructional techniques and strategies you use and why?
- ❖ Does your classroom take into consideration the varied learners in your class?
- ❖ Does your classroom configuration allow for maximum student involvement and ease of movement?
- ❖ Is your management plan clear, age/grade appropriate, and not complicated to implement?
- ❖ Are the procedures you've developed age appropriate and understandable for students?