**California State University, Northridge**

**Michael D. Eisner College of Education**

**Fall 2020**

**EED 500: FOUNDATIONS OF ELEMENTARY TEACHING (3)**

**Tues 4-6:45 PM**

**Online Only**

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#  Conceptual Framework of the College of Education

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

* + We value academic **excellence** in the acquisition of professional knowledge and skills.
	+ We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
	+ We value ethical practice and what it means to become **ethical and caring** **professionals**.
	+ We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
	+ We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities** **of diverse learners**.
	+ We value **creative and reflective thinking** and practice.

# CATALOG DESCRIPTION

Prerequisites/Substitutions: Normally restricted to candidates admitted to the post-

baccalaureate multiple subject teaching credential program, this class may be taken by seniors who are Intent to Apply (ITA) to the program. Intent to Apply students are required to perform 20 hours of fieldwork observation hours. Those students who are taking EED/EPC 500 concurrent with EED 520 are required to do field-based assignments for 20 hours. EPC 315 may be substituted for EED/EPC 500 only if completed previously as an undergraduate student.

 **EED/EPC 500: Foundations of Elementary Teaching.** This theory-into-practice introductory teacher education course focuses on the foundations of education and the practical applications of human learning theory and teacher effectiveness research in specific relation to elementary instruction and classroom management. Credential candidates are introduced to important theorists in educational psychology, standards-based lesson planning and instructional design, culturally relevant teaching practices, and strategies that can be employed to modify instruction to meet the diverse learning needs of the full range of learners including struggling readers, students demonstrating atypical development, English learners, and advanced learners. Each candidate develops a Classroom Management Plan describing a range of positive behavioral support strategies and methods for creating respectful, safe, organized, inclusive, and caring learning environments that promote the social-emotional well-being of all students. This course requires candidates to develop a thorough understanding of how students learn and how that learning is tied directly to the candidate’s teaching.

# Course Objectives *- Students who successfully complete this course will be able to:*

* 1. Understand the connection between classroom communication, management and effective instruction.
	2. Understand the underlying current assumptions and research regarding human/child development and cultural perspectives regarding discipline and the application of classroom management practices that promote creativity and social-emotional learning (SEL) that depends upon self-knowledge and mindfulness.
	3. Analyze the theoretical bases of classroom management and its connection to the communication between adults and children that includes strategies in working with families and supporting student learning that expectations of students, families, and the community: Behaviorist, cognitive, constructivist and sociocultural learning.
	4. Respond to the challenge to teach ***all*** children regardless of diversity, needs and capabilities and the special challenges to educators teaching students from low socio-economic families. demonstrates they understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement promote democracy and/or equity and diversity while using a reflective framework.
	5. Critically evaluate a variety of potential discipline strategies from the Whole Child (ASCD) perspective that promote positive and optimal community-wide support of children and their families.
	6. Understand and implement reflective thinking processes in class discussions, online forum, written assignments and presentations—on classroom management strategies and effective assessment practices with K-12 students.
	7. Articulate how you can achieve professional objectives of establishing a community of learners in your future classroom by reflecting on, assessing and adjusting instructional practices that optimize impact student learning through effectively meeting the CA Teaching Performance Expectations through Lesson Planning (TPEs).

# Course Content

1. **Learning** about and how to meet the CA Teaching Performance Expectations (TPEs)
2. **Accepting** the challenge to teach *all our* children: Theories and perspectives on the definition of education, the policies and practices of U.S. care and education of all our children.
3. **Understanding** sociological and neurological perspectives on how to educate socially,
 emotionally, physically, linguistically and cognitively-diverse children—challenges and
 opportunities with emphasis on educating marginalized community children and those
 living in poverty.
4. **Learning** what research says about what works in classroom management and why—
 strategies, research and application.
5. **Understanding** the challenge of communicating and collaborating with parents and
 families of diverse students and the critical importance creating and maintaining
 positive relationships.
6. **Creating** the classroom as a community of learners—examples and characteristics of the
 learner-centered classroom where children “learn by doing” how to care.
 Creating classroom curricula and effective, student-centered instruction, communication
 and management plans.

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| **Program Standard 1: Program Design & Curriculum** In order to prepare candidates to effectively teach all CA public school students, key elements within the course’s curriculum include: | Introduced  | Practiced |
| * typical and atypical child and adolescent growth and development
 | × |  |
| * human learning theory
 | × | × |
| * social, cultural, philosophical and historical foundations of education
 | × |  |
| * subject-specific pedagogy
 | × |  |
| * designing and implementing curriculum and assessments
 | × |  |
| * understanding and analyzing student achievement outcomes to improve instruction
 | × |  |
| * understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status
 | × | × |
| * and knowledge of the range of positive behavioral supports for students.
 | × | × |

# Readings (required)

Burke, K. 2008. What to do with the kid who 3rd edition, Thousand Oaks, CA: Corwin Press

Charles, C.M. 2011. Building classroom discipline. 11th ed. MA: Addison Wesley.

#  Optional Texts and Supplemental Material:

Barth, R. Improving Schools from Within. Chs. 9 & 10. Selected presentations on cognitive
 theories of learning; cooperative learning, multiple intelligence theory; intelligent
 behaviors; tools for the classroom.

Belgrad, S., Burke, K and Fogarty. R. 2008. The Portfolio Connection. 3rd ed. Thousand Oaks,
CA: Corwin Press, A Sage Publications Company.

Canter, L. (2014) Lee Canter’s classroom management for academic success. (4th ed).
Bloomington, IN: Solution Tree.

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2006). Classroom management for
 elementary teachers. Boston: Pearson/A and B.

Costa, A. “*What Human Beings Do When They Behave Intelligently*.”

Glasser, Wm. 1985. Control theory in the classroom. NY: Harper & Row.

Kohn, A. 2006. Beyond discipline: From compliance to community. Alexandria, VA ASCD.

Kohn, A. 1990. The brighter side of human nature: Altruism and empathy in everyday life.
 New York: Basic

Kohn, A. 1993. Punished by reward: The trouble with gold stars, incentive plans, A’s, praise
 and other bribes. Boston, MA: Houghton Miflin.
Kriete, R. 2002. The Morning Meeting Book. Northeast Foundation for Children; 2nd Expand
 edition.

Kohn, A. 1996 Beyond discipline: From compliance to community. Alexandria, VA: ASCD.

Nagode, L., & Stohl, E (2015) Learn to learn to teach to learn. Northridge, CA: CSUN.
Slavin, R. (2012) Educational psychology: Theory and practice. (10th ed.). Boston:
 Allyn & Bacon

Sternberg, R. J., (2009) Educational psychology. (2nd ed.). Boston: Pearson. Stohl, E. (2014).
EPC 315/500 Activities packet. Northridge, CA: CSUN.

Wong, H. (2009). The first days of school: How to be an effective teacher. (4th ed.)
 Mountain View: Harry K. Wong Publications.

Woolfolk, A. (2012). Educational psychology. (12th ed.). Boston Pearson.

**Publications of state and national professional organizations:**

California Association for Bilingual Education (CABE): http://www.bilingualeducation.org/

California Commission on Teacher Credentialing:

www.ctc.ca.gov/credentials/CREDS/elementary.html California Preschool Instructional Network: https://cpin.us

California Department of Education: http://www.cde.ca.gov/re/pn/rc California Reading Association (CRA): http://www.californiareads.org Council for Exceptional Children: http:www.cec.sped.org

Education Resources Information Center (ERIC): http://www.eric.ed.gov ERIC Clearinghouse on Elementary and Early Childhood Education:

http://ecap.crc.illinois.edu/eecearchive/index.html

International Literacy Association: http://www.literacyworldwide.org Los Angeles Unified School District (LAUSD): http://www.lausd.k12.ca.us National Association for Bilingual Education (NABE): http://www.nabe.org National Council of Teachers of English (NCTE): http://www.ncte.org National Center on Educational Statistics (NCES): www.nces.ed.gov

Reading Rockets (National Multimedia Literacy Initiative): www.readingrockets.org Teachers of English to Speakers of Other Languages (TESOL): http://www.tesol.org What Works Clearinghouse (WWC): http://ies.ed.gov/ncee/wwc/

**Standards and resources available on the Internet:**

1. CSUN Generic Lesson Plan See:

http://www.csun.edu/eisner-education/elementary-education/student-resources

2. CSUN Generic Lesson Plan Explanation. See:

http://www.csun.edu/eisner-education/elementary-education/student-resources

3. A look at kindergarten through grade six in California public schools: Transitioning to the common core state standards in English language arts and mathematics. (2011). California Department of Education. See: http://www.fullertonsd.org/wpcontent/uploads/2013/09/alookatkthrugrade6.pdf

4. California common core state standards for English language arts and literacy in history/ social studies, science, and technical subjects. (2013) California Department of Education. See: http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

5. Overview of the California English Language Development Standards and Proficiency Levels. (2012). California Department of Education.

See: http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

6. California English Language Development Standards.(2012). California Department of Education. See:

http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

7. Appendix C: Theoretical Foundations and Research Base for California’s English Language Development Standards. See:

http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/171/eld/App C Reading.pdf

8. Common Core State Standards in Mathematics. (2010).

See: http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf

9. California State Department of Education. (2013). Next generation science standards (NGSS) for California public schools, kindergarten through grade twelve. http://www.cde.ca.gov

10. History-Social Science Content Standards. (1998). California Department

of Education. See: http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf

11. Visual and Performing Arts Content Standards. (2001). California Department of Education.

See: http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf

12. Physical Education Model Content Standards. (2005). California Department of Education.

See: http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf

13. Health Content Standards. (2008). California Department of Education.

See: http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf

14. Language objectives: The key to effective content area instruction for English learners by Jennifer Himmel. (2012). See:http://www.colorincolorado.org/article/49646/

15. Effective literacy and English language instruction for English learners in the elementary grades. (2007). See:

http://ies.ed.gov/ncee/wwc/pdf/practice\_guides/20074011.pdf

#### VII Course Requirements

**Methodology:**

1. Reflective forum participation on 21st century teaching with emphasis on classroom management and discipline topics;
2. Participation as an active group member in a variety of online class tasks and activities;
3. Group project participation on schooling in the 21st century;
4. Group discussions and logs on various theories and practices of classroom management
5. Review and discuss literature addressing child/adolescent growth and moral development.
6. Debate various strategies for improving classroom climate.
* Work collaboratively with class members to establish an inquiry topic on discipline or classroom communication and management that will be presented to the class.
* Create a classroom communication and management plan based on theory of child development and student-centered learning.
* Develop a lesson plan that includes the Dept of El Education components.

**Assignments/Assessments**:

Each student will be responsible for organizing course materials and assignments into a portfolio of significant learning. The following items will be included in the portfolio:

1. Reflective forum posts – ten forum posts showing evidence of your reflective response
 to text readings, assignments and classroom activities and model applications of
 course material.
	1. Graphic organizers and/or individual group products that show evidence of engagement in reading assignments, class discussions and activities;
	2. Collaborative presentation on a topic on classroom management/communication;
	3. Classroom Management Plan that shows evidence of achieving course objectives;
	4. Lesson Plan using the Dept. of Elementary Education Format
	5. Portfolio of Significant Achievement and Peer Showcase

**PERFORMANCE ASSESSMENT AND ASSIGNMENT SHEET**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course**  EED 500

**Fall 2020 Date**  **\_\_\_\_\_\_\_\_\_\_**  **Instructor** Dr. Susan Belgrad

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| --- | --- | --- | --- | --- |
| **PORTFOLIO OF ASSIGNMENTS**  | **Average** **1** | **Strong 2** | **Super 3** | **Total** |
| 1. Weekly Forum Posts (10) *Max.**@10pts.*
 |  |  **\_\_/10** |
| 2. Bi-Weekly Assignments (8) *Max. pts.* *@5* |  |  **\_\_/40** |
| 3. Collaborative Presentation  *Score X 5*  |  |  |  | **\_\_/15** |
| 4. Classroom Communication Plan *Score X 5*  |  |  |  | **\_\_/15** |
| 5. Participation (See Rubric Score) |  | **\_\_/10** |
| 1. Portfolio and Peer Showcase *Score X 5*

  |  |  |  | **\_\_/10** |
|  |
|   **TOTAL POINTS HERE**  |  **\_\_\_\_\_\_\_\_/100** |
|  **Grading: 94-100 = A (*Exceptional*) ; 83-94 = B (*Solid Quality*); 75-82 = C (P*assing*)** |

This sheet is submitted at the end of the semester to show evidence of completion of each of the assignments. ***Students should consult the course standards provided in the syllabus to self-assess the quality of work for each item.***

This is an intensive, practical post-baccalaureate course for teacher professional development.
All students entering the course are assumed to have the ability to earn an A or B grade; however, this does not mean that all students will automatically receive an A or B.

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| --- | --- |
| Guidelines for an A Exceptional Work Well-Above Average | 1. Participation in class discussion and group tasks is active and pertinent
2. Understanding of the knowledge base/research findings is reflected in group and individual performance
3. Written assignments provide evidence of scholarly work
4. Self-assessment of participation and learning outcomes for assigned activities include pertinent defense of exceptional performance.
 |
| Guidelines for a B Basic Graduate  | 1. All assignments provide evidence that an effort has been made to integrate theory and skills into teaching and classroom experience.
2. Written or verbal presentation of assignments is of high quality.
3. Student actively participates in all class discussions and group tasks.
4. All completed course work shows evidence of application of content. Self-assessments reflect ability to meet standards.
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| Guidelines for a CBelow Average Work | 1. Assignments are delayed and/or meet minimal requirements.
2. Student participates minimally in class discussions and group tasks.
3. Course work completed reflects minimal level of acceptability,
4. Self-assessments are incomplete or missing.
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|  |  |

#  Participation and Professionalism

 The participation score you earn in the course will be based on your progress towards the following "Student Goals for EED 500:" Do you contribute to the success of the class as a whole? Do you model professional comportment: the courteous manner in which you assist others in their learning, and the valuable questions and contributions you make to further your learning as well theirs?”

# Always comes to online sessions prepared.

# Maintains a cheerful, professional, constructive attitude.

# Contributes positively to group and class dynamics.

# Participates enthusiastically in whole class activities, small group activities, and peer-taught lessons.

# Wears professional (interview-quality) attire when online, demonstrating lessons.

# Offers relevant, insightful and constructive comments during class, but does not dominate discussions.

# Consistently displays qualities important to future teachers and educational professionals.

# Posts copies of lesson objective, rough draft of lesson plan and rubric to class on the two nights scheduled for small group analysis sessions.