

## Appendix B

### Multiple Subject Course Syllabi (Spring 2009)

EDML 563	Primary Language, Pedagogy, and Literacy 1 .....	B1
EDML 564	Primary Language, Pedagogy, and Literacy 2 .....	B5
EDMS 522	Literacy 1: Multicultural/Multilingual .....	B9
EDMS 523	Literacy 2: Multicultural/Multilingual .....	B21
EDMS 526	Modern Methods in Mathematics Teaching .....	B33
EDMS 527	History, Social Studies and Integrated Arts .....	B42
EDMS 529	Science, Health and Physical Education .....	B47
EDMS 566	Initial Student Teaching Seminar .....	B53
EDMS 576	Advanced Student Teaching Seminar .....	B56

### Prerequisite Course Syllabi (Spring 2009)

EDUC 510	Learning Theory and Development Applied in Multicultural Contexts .....	B61
EDUC 512	Equity, Diversity and Foundations of Schooling .....	B68
EDUC 520	Observing and Guiding Behavior in Multilingual, Multicultural, and Inclusive Classrooms .....	B87
ENGL 475	Language and Social Context .....	B109
SPED 345	Individuals with Disability in Society .....	B118

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**  
**Multiple Subjects Teacher Credential Program**  
**EDML 563 Primary Language Pedagogy & Literacy**

**Instructor:** Dr. Kathleen Contreras  
**Office:** Bell Tower East Wing 2778  
**Office Hours:** Mon. 3-4 p.m.  
**Class meetings:** Mon. 4-6:00 p.m.  
**Location:** BT 1611  
**Telephone:** (805) 437-8976  
**E-mail:** [kathleen.contreras@csuci.edu](mailto:kathleen.contreras@csuci.edu)

**Course Description:**

Primary language schooling for K-3 students in the U.S. curricular materials, assessment, and teaching reading and writing in Spanish.

**Required Texts:**

1. Calderon, M. and Minaya-Rowe, L. (2003) *Designing and Implementing Two-Way Bilingual Programs: A Step-by-Step Guide for Administrators, Teachers, and Parents*. Thousand Oaks, CA: Corwin Press.
2. Rothenberg, C. & Fisher, D. (2007). *Teaching English Language learners: A Differentiated Approach*. New Jersey: Pearson.

**CSUCI MISSION STATEMENT**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

**Commitment To Infusion Of Competencies To Address The Needs Of All Children**

The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

**ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING**

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the California Commission on Teacher Credentialing (CCTC).

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### **STUDENT OUTCOMES:**

This is a required course for the Bilingual Crosscultural Language and Academic Development (BCLAD) option. Upon completion of this course, students will be able to:

- describe the nature of language and literacy teaching and learning in the primary language;
- interpret and apply knowledge and skills related to organizing for instruction in two languages;
- use various methods of Spanish language and literacy instruction in bilingual and monolingual settings;
- demonstrate effective use of primary language and literacy curricular materials for K-3 classroom instruction;
- develop lesson plans for primary language and literacy instruction for grades K-3 across the content areas
- design effective lesson plans for primary language instruction for teaching and learning for grades K-3
- analyze the interrelationship between various types of bilingual programs

### **BCLAD STANDARDS**

#### **Program Standard 2 – Development of Professional Perspectives**

*The course of study includes intensive study of pedagogical approaches and materials for teaching the subjects and language(s) to be authorized by the credential, such as state curriculum documents and the curricular recommendations of professional associations in education;*

#### **Program Standard 10 – Readiness for Diverse Responsibilities**

#### **Program Standard 11 – Student Rapport and Classroom Environment**

#### **Standard 12 – Curricular and Instructional Planning Skills**

Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other.

#### **BCLAD Emphasis**

*Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other, reflect crosscultural and linguistic understandings and provide equal access to the core curriculum.*

#### **Program Standard 13 – Diverse and Appropriate Teaching**

Each candidate prepares and uses instructional strategies, activities and materials that are appropriate for students with diverse needs, interests and learning styles.

### **BCLAD Emphasis**

- *Each candidate plans and uses instructional strategies, activities and materials that are free of bias and that foster learning and positive self-esteem among students of different cultural, linguistic, racial, ethnic and socio-economic backgrounds;*
- *Each candidate prepares and utilizes strategies, techniques, activities and materials that capitalize on students' prior experience and learning styles.*

### **Program Standard 15 – Presentation Skills**

Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students.

### ***BCLAD EMPHASIS***

*Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students, adjusting the complexity of his or her language to the linguistic abilities of all students in the class.*

**STANDARDS FOR SUCCESSFUL PARTICIPATION:** All participants are expected to attend every session unless otherwise arranged. Participants who miss one meeting will be expected to complete a written assignment that pertains to the content covered on the day of the missed session. Participants are expected to be prepared for each session and to participate actively. All assessment/assignments must be handed in on the due date. “Assignments must be typed and double-spaced. You are expected to attend and participate in class. We will be engaging in discussions and activities in class that cannot be “made up” outside of class. If you cannot be in class you must send an email to the instructor prior to class. If you miss more than one meeting it will impact your grade.

**ATTENDANCE POLICY:** All students are expected to attend all classes. Any student who misses more than 3 classes will not be able to receive a passing grade for the course. Individual instructors may adopt more stringent attendance requirements.

**GRADING POLICY:** (See the CSUCI Catalogue or University Grading Policy. Grading Scale: A=95-100; A-=90-94; B=80-89, C+=77-79; C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower.

**GRADING EMPHASIS:** Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.) and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc). All citations will use the APA format.

**SUBMISSION SCHEDULE:** Work submitted one session after the due date will be reduced by one letter grade (the point equivalent). Work submitted beyond one session late will receive no credit at the discretion of the instructor. Late work must be accompanied by an explanation for its lateness, and an indication of how you intend to rectify the problem in the future.

**COURSE REQUIREMENTS:** All students are expected to attend every class session unless otherwise arranged. Students are further expected to be prepared for class and to participate

accordingly. Reading should be completed before the class meeting. All assignments must be handed in on the due date. Assignments must be typed and double-spaced. Please note: In order to receive a grade of A or B students may miss no more than 2 classes and must turn all assignments in on time.

### ASSIGNMENTS

1. **Overview Of Bilingual Education: History, Politics, & Educational Policies:** (20 points).
  - a. Summarize major historical and political periods related to the development of bilingual education.
  - b. Review and critique current educational laws and policies related to bilingual education and ELL students.
2. **Language & Literacy Instruction for K-3 students** (20 points)  
Describe and teach Spanish language K-3 reading instruction.
3. **Bilingual Program Models: Transitional & Two-Way Immersion** (20 points)  
Describe and analyze both Transitional and Two-Way Immersion programs for effectiveness with local ELL students.
4. **Spanish language proficiency:** Oral, reading comprehension, written communication, and translation. Read, write and translate documents, short readings, essays, and school-home communication in Spanish. (20 points)
5. **Bilingual literacy groups:** (Team taught) Lead a bilingual literacy group in partnership with the city of Ventura (*Bless Me Ultima*) program in October (20 points).

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**  
**Multiple Subjects Teacher Credential Program**  
**EDML 564 Primary Language Pedagogy & Literacy**  
**Spring, 2009**

Instructor: Dr. Kathleen Contreras  
Office: Bell Tower East Wing 2778  
Office Hours: Thurs. 3-4:00 p.m.  
Class meetings: Th 4:00PM - 5:50PM.  
Location: Broome Library 1310 & various bilingual classrooms/Ventura County  
Telephone: (805) 437-8976; 216-7209.  
E-mail:[kathleen.contreras@csuci.edu](mailto:kathleen.contreras@csuci.edu)

**Course Description:**

Primary language schooling for K-6 students in the U.S. including teaching English language development and Spanish language reading and writing in various content areas. Curricular materials, assessment, and field experiences in dual language classrooms are also emphasized.

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- design effective lesson plans for primary language instruction for teaching and learning for grades K-6
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## **BCLAD STANDARDS**

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#### **Required Texts:**

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- b. Calderon, M. and Minaya-Rowe, L. (2003) *Designing and Implementing Two-Way Bilingual Programs: A Step-by-Step Guide for Administrators, Teachers, and Parents*. Thousand Oaks, CA: Corwin Press.
- c. CAFE membership: Join the California Association for Bilingual Education as a student member. Bring membership documentation to class. See CAFE website.  
[http://www.bilingualeducation.org/about\\_members.php](http://www.bilingualeducation.org/about_members.php)

### **ASSIGNMENTS**

#### **A. English Language Instruction (ELD & SDAIE)**

Using the text, *Teaching English Language Learners: A Differentiated Approach*, read the weekly chapters, using all elements of each chapter—*Research, Focus questions, Prior knowledge, Margin notes, Spotlight on Instruction, Application to practice, and the Teacher tools*. Respond in writing for each chapter, to the three different reflective categories—*Reflections, Case Study, and Planning & Instruction*. Due weekly in class or Blackboard. **(5 pts. each chapter X 10 chapters= 50 pts.)**



## **B. Guidelines for Guest teachers presentations**

- **Primary language literacy Instruction**

Reflect on a **literacy approach** for teaching Spanish language reading, writing, or content area instruction as presented by guest speakers and text--models and readings. Write a one page professional reflection using the following questions: What did you learn regarding literacy planning and lesson development? How does the lesson address reading and writing content standards? What materials are used—publishers or teacher-developed? How is the lesson presented in the bilingual classroom-- Whole group, lang. proficiency or reading groups? What assessment is used? Cite pertinent texts, research, and websites for support. Due after each presentation to Blackboard. **5 pts. each X 8 presentations = 40 pts.**

- **Content-area instruction**

Reflect on **content area instruction** (math, social studies, science, art, cultural experience) as presented by guest speakers and text--models and readings. Write a one page professional reflection using the following questions: What did you learn regarding planning and lesson development? How does the lesson address content-area standards? What materials are used—publishers or teacher-developed? How is the lesson presented in the bilingual classroom-- Whole group, lang. proficiency or reading groups? What assessment is used? Due after each presentation to Blackboard. **(10 pts.)**



**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM**

**EDMS 522: LITERACY 1: MULTICULTURAL/MULTILINGUAL  
Spring 2009 • Section 02**

Instructor: Manuel Correia, PhD  
Office: Bell Tower East, 2809  
Telephone: 805.437.3292 (office)  
415.350.9785 (cell)

Email: manuel.correia@csuci.edu  
Office Hours: Wednesday, 1:00 to 4:00, and by appointment

Class Meeting Time: Wednesday, 4:30 to 8:20

Location: Bell Tower, 2684

**COURSE DESCRIPTION:** The course focuses on the developmental theory and practice of the reading and writing process across the grade levels. Course includes: Study skills; Foundations of reading and writing theory and practice for students who speak English as a first or second language; Teaching reading and writing to native English speakers and English learners in English Only, Multilingual and Bilingual contexts; Needs of English learners and exceptional children; Integration of Technology for teaching and learning.

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**STANDARDS ALIGNMENT:** The course objectives, assignments, assessments and our final comprehensive portfolio have been aligned with the CCTC. The following standards are a primary emphasis in this course:

Standard 1(d)

In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students.

Standard 3(a)

In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.

Standard 3(b)

Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.

#### Standard 3(c)

Coursework and fieldwork that address curriculum, instruction and assessment explicitly articulate and consistently draw on basic educational principles that underlie effective professional practice.

#### Standard 3(d)

Throughout the program, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research.

#### Standard 3(e)

Program faculty and field supervisors explain and illustrate a variety of models of teaching that guide and coach candidates to select and apply these models contextually (i.e., pedagogical circumstances in which the models are most effective).

#### Standard 4(a)

The program consistently articulates and models the importance of reflecting on practice and assessing alternative courses of action in teaching. Candidates learn to select and use materials, plan presentations, design activities and monitor student learning by thoughtfully assessing student needs, defining important instructional goals, considering alternative strategies, and reflecting on prior decisions and their efforts.

#### Standard 4(b)

In the program, each candidate reads, begins to analyze, discusses and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each candidate becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.

#### Standard 4(c)

As candidates begin to develop professionally, the program encourages them to examine their own pedagogical practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching and learning.

#### Standard 4(d)

In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (a) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (b) the intellectual, ethical, social, personal and physical development of students; (c) significant developments in the disciplines of knowledge; and (d) the context of California's economy and culture.

#### Standard 4(e)

The program fosters each candidate's realization that the analysis and assessment of alternative practices promote a teacher's professional growth. Each candidate learns to make pedagogical decisions based on multiple sources of information, including state-adopted instructional materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

#### Standard 5(a)

The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

#### Standard 5(f)

The program provides each candidate with the capacity to recognize students' specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

#### Standard 7A(a)

Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive,

systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

#### Standard 7A(b)

For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

#### Standard 7A(c)

Each candidate's instruction and field experience include (but are not limited to) the following components:

- (i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.
- (ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
- (iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
- (iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

#### Standard 7A(d)

For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.

#### Standard 7A(e)

For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

#### Standard 7A(f)

For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English learners, students with reading difficulties, and students who are proficient readers.

#### Standard 7A(g)

As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

#### Standard 7A(h)

As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

Standard 7A(i)

The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

Standard 7A(j)

As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

Standard 9(d)

Each candidate uses computer applications to manage records and to communicate through printed media.

Standard 9(e)

Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.

Standard 13(a)

The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to state-adopted reading/language arts student content standards and framework.

Standard 13(b)

The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.

Standard 13(e)

The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.

Standard 13(f)

The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

Standard 13(g)

Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

Standard 14(d)

Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.

Standard 14(e)

Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.

## **TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES**

This course is designed to help teachers seeking the Multiple Subjects Teaching Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district 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. The following TPE's are addressed in this course:

### Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for Multiple Subject Teaching  
TPE 2-Monitoring Student Learning  
TPE 3-Interpretation and Use of Assessments  
TPE 4-Making Content Accessible  
TPE 6-Developmentally Appropriate Teaching Practices  
TPE 6a-Developmentally Appropriate Practices in Grades K-3  
TPE 7-Teaching English Learners

### Secondary Emphasis

TPE 5-Student Engagement  
TPE 8-Learning About Students  
TPE 9-Instructional Planning  
TPE 10-Instructional Time  
TPE 11-Social Environment  
TPE 13-Professional Growth

## **COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN:**

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**"Opportunity-Collaboration-Integration-Community"**

## **STUDENT LEARNING OUTCOMES**

Relate the way 1<sup>st</sup> and 2<sup>nd</sup> language acquisition is acquired to develop reading, speaking and writing school classrooms which also include students with special needs.

*Standard 7A(a)(b)(c)(d)(e)(f)(g)(h)(i)(j)*

Demonstrate an in-depth knowledge of reading research and a balanced language arts program. *Standard 3(a)(b)(c)(d)*

Demonstrate application of foundational models of teaching reading and writing in culturally and linguistically diverse elementary school classrooms which also include students with special needs. *Standard 3(a)(d)(e) 7A(a)(b)(c)(d)(e)(f)(g)(h)(i)(j); 13 (a); 14 (d)(e)*

Compare and contrast how children learn to read, write and speak in 1<sup>st</sup> and 2<sup>nd</sup> language acquisition. *Standard 7A(a)(b)(c)(i)(ii)(iii)(iv); 7A(d)(e)(f)(g)(h)(i)(j); 13(a)*

Use common diagnostic assessments to determine instructional needs of primary students and present in case study format. *Standard 3(c); 4(a); 13 (a)*

Demonstrate instructional strategies necessary in the foundational development of reading and writing for all students. *Standard 4(a)(b); 13 (a)(f); 14 (d)(e)*

Demonstrate organization necessary for differentiated instruction in a classroom of learners with diverse needs and abilities. *Standard 4(a)(b)(d)(e); 5 (a); 13(b)(e)(f); 14 (d)(e)*

Translate the results of formal and informal assessments of children’s reading and writing behaviors into instructional plans. *Standard 4(a); 13 (f)(g)*

Demonstrate skills necessary to select appropriate materials for a classroom of diverse learners. *Standard 4(a); 13 (b)*

Design a classroom which provides a rich environment that enhances literacy development. *Standard 4(c)(d)(e); 5 (a)(f); 14 (d)(e)*

Demonstrate an in-depth knowledge of RICA domains correlated to the teaching of reading and writing. *Standard 4(b)*

Know and use California Language Arts Standards in the development of lesson plans and long term planning. *Standard 1(d); 4(b)(d)(e); 13(f)(g)*

Demonstrate the use of technology through assignments and teaching strategies. *Standard 9(d)(e)*

### EDMS 522 COURSE REQUIREMENTS

**PREREQUISITE:** Must be officially admitted to the Multiple Subject Teacher Credential Program. Students must register for at least one unit of Field Experience concurrent with this course.

**STANDARDS FOR SUCCESSFUL PARTICIPATION:** Participants are expected to be prepared for each session and to participate actively. We will be engaging in discussions and activities in class that cannot be "made up" outside of class. For successful participation, students must read assigned materials by the date indicated in the syllabus, and be prepared to discuss and analyze readings individually or in structured groups. Participation includes in-class discussions, structured interactions, group work, oral presentations, and guided discussion of readings. The degree of your engagement in these processes forms the basis for points assigned.

**ATTENDANCE POLICY:** Due to the dynamic and interactive nature of courses in the Multiple Subject Teacher Credential Program, all students are expected to attend all classes. **Tardiness is not acceptable and points will be taken off attendance, professionalism and participation grade.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

**GRADING POLICY:** (See the CSUCI General Catalogue for University Grading Policies)

Grading Scale					
<u>Points</u>	<u>Percentages</u>	<u>Grade</u>	<u>Points</u>	<u>Percentages</u>	<u>Grade</u>
190-200	95-100	A	146-153	73-76	C
180-189	90-94	A-	140-145	70-72	C-
174-179	87-89	B+	134-139	67-69	D+
166-173	83-86	B	126-133	63-66	D
160-165	80-82	B-	120-125	60-62	D-
154-159	77-79	C+	0-119	0-59	F

**SUBMISSION SCHEDULE:** All assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one point. Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Assignments must be typewritten.

**GRADING EMPHASIS:** Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.) and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc.). All citations will use the APA format.

**STUDENTS MUST EARN A “C+” OR BETTER IN THIS COURSE TO BE CONSIDERED PASSING for the credential program. Students must retake the course if their grade is lower than a C+.**

**REQUIRED TEXTS:**

Bear, D. R., Helman, L., Templeton, S., Invernizzi, M., & Johnson, F. (2007). *Words Their Way with English Learners: Word Study for Spelling, Phonics, and Vocabulary Instruction*. Upper Saddle River, NJ: Pearson Education. ISBN: 978-0131915671

Carr, J., & Lagunoff, R. (2006). *The map of standards for English learners, grades K-5: Integrating instruction and assessment of English language development and English language arts standards in California* (5<sup>th</sup> ed.). San Francisco: WestEd. ISBN: 978-0914409243

Tompkins, G. E. (2007). *Literacy for the 21st Century: Teaching Reading and Writing in Pre-Kindergarten Through Grade 4* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education. ISBN: 978-0132277211

Zarrillo, J. J. (2005). *Ready for RICA: A test preparation guide for California's reading instruction competence assessment* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education. ISBN: 978-0131173606

**RECOMMENDED TEXTS:**

Ada, A. F., (2003). *A magical encounter: Latino children's literature in the classroom* (2<sup>nd</sup> ed.). Boston: Pearson Education. ISBN: 978-0205355440

Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann. ISBN: 978-0435088637

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann. ISBN: 978-0325003665

Rossi, J., & Schipper, B. (2007). *Case studies in preparation for the California Reading Competency Test* (3<sup>rd</sup> ed.). Boston: Pearson Education. ISBN: 978-0205494729

**Note: Additional handouts and articles will be assigned as reading throughout the course.**

**CLASS ASSIGNMENTS**

PROJECT	POINTS
1. Multicultural Children’s Literature Share: Book Box	5
2. Writing Lesson for Primary Writers	5
3. Threaded Discussion	10
4. SOLOM Report	10
5. Word Study Presentation	10
6. Context for Learning	10
7. RICA Case Study Problem	10
8. RICA Portfolio	10



9. Lesson Project	20
10. Literacy Case Study	20
11. Attendance, Professionalism, Participation (tardy -1 or -2) (late paper -1; no paper -2)	90
<b>TOTAL POINTS</b>	<b>200</b>

### Description of Assignments

#### 1. Multicultural Children’s Literature Share: Book Box

Locate one multicultural children’s book. It can be a short story (picture book) or a chapter book. You will share your selection with the class by briefly introducing the book with the book box – an anticipatory set - (reading it if time allows), discussing the values that are expressed, and strategies that could be used with your students. I recommend using books that are recipients of the Caldecott Medal or a Newberry Medal. In addition, Reading is Fundamental, as well as other organizations, have recommended multicultural children’s books.

Create a book box with 3-5 (or more) objects that relate to the story. Include an inventory sheet with all the items listed and an explanation of why the items were selected. Teach the book box as an anticipatory set.

#### 2. Writing Lesson for Primary Writers

*Units of Study for Primary Writing* shows teachers how to craft a yearlong writing curriculum for primary students. Presented sequentially, these units take children from oral and pictorial storytelling through emergent and into fluent writing. Each pair group will share a complete session from the series which includes the following components: connection, teaching, active engagement, link, conference, and sharing.

#### 3. Threaded Discussion

During the semester you will be asked to participate in a threaded discussion. This will take place on the Blackboard website. You will choose one of several questions to respond to. After responding to the question you select (your primary response), you will need to read at least two other students’ primary responses and then respond to them.

#### 4. SOLOM Report

The purpose of this assignment is to provide an experience to student teachers in administering a rating scale for second language proficiency. The administration of the SOLOM to a student who is learning English as a second language will allow teacher candidates to observe the interaction between oral language proficiency termed Basic Interpersonal Communication Skills (BICS) and the Cognitive Academic Language Proficiency (CALP) required for proficiency in reading and writing.

#### 5. Word Study Presentation (Bear Chapters)

In groups you and your colleagues will select one chapter from *Words Their Way* and present it to the class. Presentations will be about 15 minutes and include one of two activities from the book, depending on the length of the activity. Plan on presenting the entire activity(ies) with your classmates as students rather than simply discuss what you would do in the classroom.

#### 6. Context for Learning

The Context for Learning paper is a brief overview of important features of your classroom context that influence your instructional decisions. It provides evidence of: a) your knowledge of your students; and b) your ability to identify and summarize important factors related to your students’ literacy learning and the school environment..

- Provide descriptive information about your instructional context and instructional resources.
- Describe important features of your class that will affect your instructional decisions.

#### 7. RICA Case Study Problem

You will be presented with a task similar to what is on the RICA and asked to respond to the task using strategies and terminology you are learning in class.

## 8. RICA Portfolio

You will put together a binder with 13 sections that correspond to the RICA chapters in your test preparation book *Ready for RICA* plus 1 section for other documents or notes you might want to add. The sections for your binder will be:

1. Conducting Ongoing Assessment of Reading Development
2. Planning, Organizing, and Managing Reading Instruction
3. Phonemic Awareness
4. Concepts About Print
5. Explicit Phonics and Other Word Identification Strategies
6. Spelling Instruction
7. Reading Comprehension
8. Literary Response and Analysis
9. Content-Area Literacy
10. Student Independent Reading
11. Supporting Reading Through Oral and Written Language Development
12. Vocabulary Development
13. Structure of the English Language
14. Other

In each section, you will place chapter summaries available on Blackboard, the assessments you will be administering to students, the discussions and handouts that relate to the topic and other material that will help you in a review for the RICA. You will be graded on organization and completeness of the areas. You are encouraged to add relevant material from other sources.

## 9. Literacy Case Study

The Literacy Case Study provides information concerning a student's language/literacy acquisition that contributes to planning an effective instructional program. Literacy 1 students will become familiar with an oral language assessment measure (SOLOM) as well as with the language skills (reading, writing, speaking, and oral comprehension) required in academic subject matter instruction.

This case study report is a form of ethnographic research. It is an account of your experiences in sharing reading activities with children to learn as much as you can about students. Your final report should be about 5 pages. It should include a brief description of student's background (taken from your SOLOM report), a summary of your activities or interactions with the child and a recommendation for future instruction. Samples of student work and assessments must be included as an appendix.

## 10. Lesson Project

In-Class Unit Plan Using a State-Adopted Text: This is a pair group assignment. You will develop a week's plan of a series of lessons based on the texts from a state adopted literacy program. Include a theoretical rationale for the unit as well as related literature selections and suggested instructional strategies. The unit must include differentiated instruction to account for the needs of all students (English learners, more able, less able).

Partners will work together during class time to develop a 15-minute presentation

## 11. Attendance, Participation, Professionalism and Reading (*6 pts per class =90 points*)

*(-1 to -2 points for tardy; -1 for late paper; -2 for no paper)*

These are vital to your role as a learner, much of which is contingent upon in-class participation and cannot be replicated in other ways. Please come prepared to incorporate reflections on the reading, personal experiences, opinions, and questions. The wealth of knowledge and reactive ideas you contribute are invaluable. Regular class attendance is important in order to successfully complete your individual and group responsibilities.

*Note: All students are expected to complete assignments in this course as their own work. Plagiarism is defined as to pass off the ideas or words of another as one's own without crediting the source. If I suspect a student has violated the academic honesty guidelines, I will discuss the apparent violation with the student to provide them with an opportunity to explain the situation. If I*

*feel that Academic Dishonesty has occurred, I file an incident report with the Dean of the Faculty, the Provost, and the Vice-President for Student Affairs. Depending on the severity of the offense, I may assign the responsible student a failing grade on the assignment/ paper/ quiz/ exam or an overall course grade of an "F". Students should consult the Academic Dishonesty policy as listed in the 2007-2008 Catalog (page 68).*

Students with disabilities needing accommodation should make requests to Disability Resource Programs located in the Educational Access Center, Bell Tower 1541, 805-437-3331. All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with faculty.

### TENTATIVE COURSE OUTLINE

Meeting	Date	Topic	Readings Due Prior to Attending Class
1	1/21	<ul style="list-style-type: none"> <li>➤ Introduction to literacy</li> <li>➤ English learners</li> <li>➤ Special needs students</li> </ul>	In-class reading: Ten Myths of Reading Instruction
2	1/28	<ul style="list-style-type: none"> <li>➤ Assessment</li> <li>➤ Planning</li> <li>➤ Lesson design</li> </ul>	Tompkins, chapter 3 Carr & Lagunoff, (select sections) Zarillo, chapter 1 & 2
3	2/4	<ul style="list-style-type: none"> <li>➤ Emergent literacy</li> <li>➤ Concepts about print</li> </ul>	Tompkins, chapter 2 Zarillo, chapter 4
4	2/11	<ul style="list-style-type: none"> <li>➤ Phonemic awareness</li> <li>➤ Phonics</li> </ul>	Tompkins, chapter 4 Zarillo, chapter 3 & 5
5	2/18	<ul style="list-style-type: none"> <li>➤ Spelling</li> <li>➤ Word study</li> </ul>	Tompkins, chapter 5 Bear et al., chapter 3 Zarillo, chapter 6
6	2/25	<ul style="list-style-type: none"> <li>➤ Word study</li> <li>➤ Vocabulary</li> </ul>	Bear et al., chapter 4, 5, 6 or 7 Tompkins, chapter 7 Zarillo, chapter 12
7	3/4	<ul style="list-style-type: none"> <li>➤ Developing fluency</li> <li>➤ Reading and writing</li> </ul>	Vacca, et. al, chapter 7 Tompkins, chapter 6 (pp. 140 -143)
8	3/11	<ul style="list-style-type: none"> <li>➤ Comprehension</li> <li>➤ Reader factors</li> </ul>	Tompkins, chapter 8 Zarillo, chapter 7
9	3/18	<ul style="list-style-type: none"> <li>➤ Comprehension</li> <li>➤ Text factors</li> </ul>	Tompkins, chapter 9 Zarillo, chapter 8 & 9
10	4/1	<ul style="list-style-type: none"> <li>➤ Reading process</li> <li>➤ Literature circles</li> </ul>	Tompkins, chapter 10 Zarillo, chapter 10
11	4/8	<ul style="list-style-type: none"> <li>➤ Writing process</li> <li>➤ Writing workshop</li> </ul>	Tompkins, chapter 11 Zarillo, chapter 11 & 13
12	4/15	<ul style="list-style-type: none"> <li>➤ Literacy Case Study</li> </ul>	Bring notes and assessments to class
13	4/22	<ul style="list-style-type: none"> <li>➤ Basal reading programs</li> </ul>	Readings available on Blackboard
14	4/29	<ul style="list-style-type: none"> <li>➤ Struggling readers</li> </ul>	Readings available on Blackboard
15	5/6	<ul style="list-style-type: none"> <li>➤ Balanced literacy program</li> </ul>	Tompkins, chapter 1 & 12
16	5/13	<ul style="list-style-type: none"> <li>➤ Final presentations</li> </ul>	

### Assignment Due Dates

Meeting	Date	Scheduled Assignments	Variable Assignments (Write In)
1	1/21	<input type="checkbox"/> Send information email to professor	
2	1/28		
3	2/4		
4	2/11	<input type="checkbox"/> SOLOM Report: Initial Observations	
5	2/18	<input type="checkbox"/> SOLOM Observation/Report	
6	2/25	<input type="checkbox"/> Word Study Presentations - Groups	
7	3/4	<input type="checkbox"/> LCS: Story Retelling and <input type="checkbox"/> RESULTS Assessments	
8	3/11	<input type="checkbox"/> Context for Learning Paper	
9	3/18	<input type="checkbox"/> LCS: RESULTS Assessments and <input type="checkbox"/> Reading Comprehension	
10	4/1	<input type="checkbox"/> RICA Case Study Problem	
11	4/8	<input type="checkbox"/> LCS: Content Area Reading <input type="checkbox"/> LCS: Writing Samples	
12	4/15		
13	4/22	<input type="checkbox"/> Literacy Case Study: Final Draft	
14	4/29	<input type="checkbox"/> RICA Portfolio	
15	5/6	<input type="checkbox"/> Lesson Project	
16	5/13	<input type="checkbox"/> Final Presentations	

Variable Assignments (WRITE IN ABOVE):

1. Multicultural Children's Literature Share: Book Box
2. Writing Lesson for Primary Writers
3. Threaded Discussions\*

\* Select one Domain and write an initial response (start a new thread). Then select the initial response of two classmates and a comment to their thread. Your comments to classmates' responses must be in a Domain other than the one you responded to initially.



**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM**

**EDMS 523: LITERACY 2: MULTICULTURAL/MULTILINGUAL  
Spring 2009 • Section 01**

Instructor: Manuel Correia, PhD  
Office: Bell Tower East, 2809  
Telephone: 805.437.3292 (office)  
415.350.9785 (cell)

Email: manuel.correia@csuci.edu  
Office Hours: Wednesday, 1:00 to 4:00, and by appointment

Class Meeting Time: Tuesday and Thursday, 9:00 to 11:50  
Location: Bell Tower, 2716

*Course Information: Must be officially admitted to the Multiple Subject Teacher Credential Program; Prerequisite - EDMS 522; Corequisites -- Field placement, student teaching.*

**COURSE DESCRIPTION:** Differentiated literacy instruction and scaffolding for English learners, special education (including gifted) and English only students. Topics include reading and writing skills, literature-based instruction for native English speakers and English learners in English-only, Multilingual and Bilingual contexts. Appropriate technologies for teaching and learning are integrated.

**ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT**

**LEARNING:** In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the California Commission on Teacher Credentialing (CCTC).

**STANDARDS ALIGNMENT:** The course objectives, assignments, assessments and our final comprehensive portfolio have been aligned with the CCTC. The following standards are a primary emphasis in this course:

Standard 1(d)

In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students.

Standard 3(a)

In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.

Standard 3(b)

Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.

#### Standard 3(c)

Coursework and fieldwork that address curriculum, instruction and assessment explicitly articulate and consistently draw on basic educational principles that underlie effective professional practice.

#### Standard 3(d)

Throughout the program, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research.

#### Standard 3(e)

Program faculty and field supervisors explain and illustrate a variety of models of teaching that guide and coach candidates to select and apply these models contextually (i.e., pedagogical circumstances in which the models are most effective).

#### Standard 4(a)

The program consistently articulates and models the importance of reflecting on practice and assessing alternative courses of action in teaching. Candidates learn to select and use materials, plan presentations, design activities and monitor student learning by thoughtfully assessing student needs, defining important instructional goals, considering alternative strategies, and reflecting on prior decisions and their efforts.

#### Standard 4(b)

In the program, each candidate reads, begins to analyze, discusses and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each candidate becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.

#### Standard 4(c)

As candidates begin to develop professionally, the program encourages them to examine their own pedagogical practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching and learning.

#### Standard 4(d)

In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (a) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (b) the intellectual, ethical, social, personal and physical development of students; (c) significant developments in the disciplines of knowledge; and (d) the context of California's economy and culture.

#### Standard 4(e)

The program fosters each candidate's realization that the analysis and assessment of alternative practices promote a teacher's professional growth. Each candidate learns to make pedagogical decisions based on multiple sources of information, including state-adopted instructional materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

#### Standard 5(a)

The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

#### Standard 5(f)

The program provides each candidate with the capacity to recognize students' specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

#### Standard 7A(a)

Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive,

systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

#### Standard 7A(b)

For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

#### Standard 7A(c)

Each candidate's instruction and field experience include (but are not limited to) the following components:

- (i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.
- (ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
- (iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
- (iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

#### Standard 7A(d)

For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.

#### Standard 7A(e)

For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

#### Standard 7A(f)

For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English learners, students with reading difficulties, and students who are proficient readers.

#### Standard 7A(g)

As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

#### Standard 7A(h)

As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.



Standard 7A(i)

The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

Standard 7A(j)

As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

Standard 9(d)

Each candidate uses computer applications to manage records and to communicate through printed media.

Standard 9(e)

Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.

Standard 13(a)

The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to state-adopted reading/language arts student content standards and framework.

Standard 13(b)

The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.

Standard 13(e)

The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.

Standard 13(f)

The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

Standard 13(g)

Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

Standard 14(d)

Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.

Standard 14(e)

Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.

## **TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES**

This course is designed to help teachers seeking the Multiple Subjects Teaching Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district 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. The following TPE's are addressed in this course:

### Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for Multiple Subject Teaching  
TPE 5-Student Engagement  
TPE 7-Teaching English Learners  
TPE 8-Learning About Students  
TPE 9-Instructional Planning  
TPE 10-Instructional Time  
TPE 11-Social Environment  
TPE 13-Professional Growth

### Secondary Emphasis

TPE 2-Monitoring Student Learning  
TPE 3-Interpretation and Use of Assessments  
TPE 4-Making Content Accessible  
TPE 6-Developmentally Appropriate Teaching Practices  
TPE 6b-Developmentally Appropriate Practices in Grades 4-8

## **COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN:**

The Education Programs faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

## **CSUCI MISSION STATEMENT**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

## **STUDENT LEARNING OUTCOMES**

Demonstrate an understanding of how 1<sup>st</sup> and 2<sup>nd</sup> language acquisition is acquired to develop reading, speaking and writing school classrooms which also include students with special needs. *Standard 7A(a)(b)(c)(d)(e)(f)(g)(h)(i)(j)*

Demonstrate an understanding of the reading process its relationship to thought, language and learning. *Standard 3(a)(b), 13(b)*

Demonstrate an understanding of how people learn to read and write in their first and second language. *Standard 3(b)(d), 13(b)(e)*

Demonstrate familiarity with current approaches to the teaching of reading and writing and the theoretical bases of such approaches. *Standard 3(b)(c)*

Demonstrate familiarity with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms in upper grade classrooms. *Standards 1(d), 3(c), 14(a)*

Demonstrate familiarity with current approaches to teaching reading and writing across the curriculum with attention to English learners and special populations. *Standard 4(a), 13(e)(f)(g), 14(e)*

Use classroom diagnostic techniques and evaluation procedures and conduct and interpretation assessment procedures with English learners. *Standard 4(a), 13(g), 14(a)*

Demonstrate understanding of current approaches to the teaching of reading and writing to children with special learning needs. *Standard 14(d)(e)*

Demonstrate knowledge of ELD instruction, underlying theory and best practice. *Standard 13(b)*

Utilize instructional practices that promote ELD, and management of first and second language curriculum and instruction and classroom organization. *Standard 13(e)(f)*

Deepen their understanding of home and community literacy practices. *Standard 3(a)*

Develop and use strategies, methods and materials for ELD, based on level of proficiency. *Standard 4(a), 13(b)(g)*

Demonstrate understandings of adaptive assistance for students from special populations, including gifted and talented. *Standard 14(d)(e)*

Demonstrate the use of technology through assignments and teaching strategies. *Standard 9(d)(e)*

### EDMS 523 COURSE REQUIREMENTS

**STANDARDS FOR SUCCESSFUL PARTICIPATION:** Participants are expected to be prepared for each session and to participate actively. We will be engaging in discussions and activities in class that cannot be "made up" outside of class. For successful participation, students must read assigned materials by the date indicated in the syllabus, and be prepared to discuss and analyze readings individually or in structured groups. Participation includes in-class discussions, structured interactions, group work, oral presentations, and guided discussion of readings. The degree of your engagement in these processes forms the basis for points assigned.

**ATTENDANCE POLICY:** Due to the dynamic and interactive nature of courses in the Multiple Subject Teacher Credential Program, all students are expected to attend all classes. **Tardiness is not acceptable and points will be taken off attendance, professionalism and participation grade.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. Students who arrive more than thirty minutes late to class or who leave more than 30 minutes early will be considered absent.

**GRADING POLICY:** (See the CSUCI General Catalogue for University Grading Policies)

Grading Scale					
<u>Points</u>	<u>Percentages</u>	<u>Grade</u>	<u>Points</u>	<u>Percentages</u>	<u>Grade</u>
190-200	95-100	A	146-153	73-76	C
180-189	90-94	A-	140-145	70-72	C-
174-179	87-89	B+	134-139	67-69	D+
166-173	83-86	B	126-133	63-66	D
160-165	80-82	B-	120-125	60-62	D-
154-159	77-79	C+	0-119	0-59	F

**SUBMISSION SCHEDULE:** All assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one letter grade (point equivalent). Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Assignments must be typewritten.

**GRADING EMPHASIS:** Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.) and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc.). All citations will use the APA format.

**STUDENTS MUST EARN A “C+” OR BETTER IN THIS COURSE TO BE CONSIDERED PASSING for the credential program. Students must retake the course if their grade is lower than a C+.**

**REQUIRED TEXTS:**

Fountas, I.C. and Pinnell, G.S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

**Muñoz Ryan, P. (2002). *Esperanza Rising*. New York: Scholastic.**

Note: Additional handouts and articles will be assigned as reading throughout the course.

**CLASS ASSIGNMENTS**

PROJECT	POINTS
1. Reader’s Notebook	25
2. Literature Study Project/Literature Circles	20
3. Writing Process Lesson Plan/Writing Workshop	10
4. Guiding Readers and Writers Presentation	15
5. Writing Case Study – 2 Children (20 points each)	40
6. Attendance, Professionalism, Participation (6 points per class)	90
<b>TOTAL POINTS</b>	<b>200</b>

**Description of Assignments**

**1. Reader’s Notebook: Reflections on Readings and Responses**

Read assigned texts each week and be ready to show understanding of the reading in class activities. Read at least one middle level trade book and be ready to use that book in class to apply learning from readings. In your notebook, you will make connections to your own experiences and readings and other class activities. Sometimes you might want your responses to take a different form (poem, story, letter responding to several quotes etc.). That’s fine as long as you include quotes and page numbers for later reference.

**2. Literature Study Project/Literature Circles: *Esperanza Rising***

Create a literature project with the following components:

- a. Lesson Conceptualization -- a collection of your ideas as a teacher for guiding students who would be reading this book,
  1. Outcomes for book related standards in the California Reading/Language Arts Framework.
  2. Words to use for vocabulary study (15-20).
  3. Bibliography of information about the author or subjects related to the book and other books, poems, music, videos that relate to the book (8-10 items).
  4. Ideas for creative drama or role-playing related to the book (e.g., reader’s theater).
  5. Ideas for curriculum integration.
  6. Ideas for critical literacy connected to the book.
  7. Ideas for extending and scaffolding book study for all students (gifted, ELs, special needs).
  8. Ideas for cultural music and community arts related to the book.
  
- b. Materials for Students -- your student activity packet should include:
  1. Pre-reading activity.
  2. Two word study activities (e.g., word analysis, spelling, and vocabulary practice) that require critical thinking.
  3. A plot map that involves layers of plot.
  4. Two character development activities including,

- a. A poetry writing activity
  - b. A character monologue, or
  - c. One other character study activity that involves higher level thinking
5. A page of question guides (1 or 2 questions per chapter) to get at themes in the book and inference questions.
- c. For class presentation (It should be approximately 10 - 15 minutes)
1. Prepare a Readers' Theater for your group to perform a scene from the book. Include in the Readers' Theater presentation one other art such as poetry, or music. You need to practice for this in order to give a polished expressive reading. Individuals and groups may be asked to respond to questions about the book in writing.
- or
2. Literature circle activities (especially reading comprehension) for a chapter; five writing tasks, & differentiation strategies for diverse student needs. Reading literature guides that you would give students to use in literature circles or individually as they read the book.

### 3. Writing Process Lesson Plan (Critical Assessment Task – CATs)

You will write and present a writing strategy lesson plan for a small or large group activity that takes into account student needs. It can involve mini-lessons, direct instruction, inquiry, or any format you choose as long as it includes four stages of writing process. Make your lesson active, interesting, fun and meaningful. You will review how to write a writing process lesson plan in class. Please choose a writing standard from the English Language Arts standards to guide your objectives. The plan should be for a middle grade classroom. It must include models for writing both from you (the teacher) and also from literature. It should also include a simple rubric for evaluation.

Your plan should include a four-part description of the overall writing process for the assignment which would take more than one class period and then a mini-lesson plan for teaching one strategy within one stage of the process.

Examples of possible strategies include:

- Revision
- Pre-writing
- Writing from journals
- Writing paragraphs
- Making transitions between paragraphs
- Beginning a piece of writing
- Organizing information while you write
- Relating what you are writing to what you already know
- Writing to a model from literature
- Using graphic organizers to write
- Poetry/fiction or other genre related strategies

Keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real reading and/or writing? What are your learning goals? How are they aligned with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools)? How will you organize the lesson (s) (instructional strategies, resource materials, timeframe)? How will you group students for the lesson (s)? How will you assess your students? What accommodations will you provide for students who need additional help?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for English learners, and students having difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

#### 4. Guiding Readers and Writers Presentation

During the course of the semester, each student will present a chapter from the Fountas and Pinnell book to the rest of the class. These are chapters that are not included in the syllabus for reading, rather they are to share with the class content from the book that we have not had time to cover. Plan a 15-minute presentation.

#### 5. Writing Case Studies of two students (One must be an English Learner)

This assignment is based on the assumption that assessment of students' literacy and language development is critical to effective instruction. Understanding the processes of such development, as well as being able to identify and appreciate a particular student's strengths and stretches, supports a design of appropriate lessons and learning activities. The assignment includes both data collection (using specific tools) and analysis based on readings and classroom discussions (note: this is a WRITING assessment meant for the intermediate grades.

- a. Identify the two students: Be sure to choose one student who is an English learner. Also, please choose a pseudonym for both students and make sure their real names do not appear on any of the data submitted. The tasks for this assignment are considered normal classroom practice.
- b. Observe the students in the classroom/school: Observe this student during language arts instruction, specifically writing instruction, and follow up activities to discover how s/he approaches activities or lessons dealing with writing, listening and speaking. Observe during journal writing, SSR, ESL/SSL, writers' workshop, etc. You may also want to observe during library time, lunch, recess, etc. Jot down what you notice about the student. Do you observe any patterns? Compile field notes while you are observing. Try to be objective and write down what you are seeing, not what you think about what you are seeing.
- c. Interview the students: Talk with the student to get a sense of how s/he feels about him/herself as a writer. Does s/he like writing? Is it "hard" or "easy?" If possible, tape record the interview and then transcribe the interview at a later time.
- d. Interview the teacher about the students: Talk to the teacher about who the child is as a writer. If you use a student in your own class, write down your perceptions of the student as a writer before you begin your data collection. That way you will be able to compare your "insider knowledge" with your findings. Also ask the teacher to share the type of English Language Development instruction that is being used to help build the ELL student's fluency in English, in terms of speaking, reading and writing. Note the type of approach/es that are being used and also specific curricular materials (e.g., state adopted) for ELs.
- e. Collect student writing samples: For this section you will collect as many samples of the students' writing as possible. Choose samples from a variety of contexts including: journal samples, writers' workshop, learning logs, story writing and any other writing contexts in the classroom. It is important to note the social context and the date from which each sample came. If possible collect samples that the student worked on during your observations.
- f. Analyze the student writing samples: Here you will analyze the writing samples based on course readings and discussions/activities/lectures. In order to see patterns it is important to analyze multiple samples across time so you will want to identify your student and start collecting samples as soon as possible.
- g. Bring the students' writing samples to class to be analyzed.
- h. Describe a teaching plan for both students based on the information learned from your data collection; list approximately 5-7 strategies matched with goals. For your ELD student your teaching ideas should build language and connect directly to language structures that are shown to need development. This would support language and literacy learning in a natural context, with a de-emphasis on overt error correction and discrete language teaching skills. Instead, it would support the curriculum by building meaning and the students' construction of knowledge rather than emphasizing rote memorization of rules of grammar, etc.
- i. Reflect on the entire writing case study assignment: Analyze the differences you see in the writing of the two students.
- j. Describe, analyze and reflect upon your own growth as a writing/language arts teacher, particularly in relation to the assessment and diagnosis of these student writers as you answer the following questions:

1. If you were given an opportunity to use the assessments again, what part(s) would you keep and what part(s) would you change? Why?
2. What additional information about your students did you learn as a result of this assessment experience?
3. How will you use what you have learned from this assessment experience when you plan writing instruction and assessment in the future?
4. What are your goals for increasing your knowledge and skill in writing assessment? How will achieving these goals help you become a more effective writing teacher?

Your final paper (typed and double-spaced) will include the following sections:

- a. Introduction: Describe the students you selected. Include grade level, age, gender, language background and educational experience.
- b. Summary of observations: Summarize your observations of the students. Be sure to describe the classroom context, activity and what the student is doing. Include exact quotes from your field notes where appropriate (e.g., José seemed to really enjoy the writing activity. “José picked up the pencil and began to write right away. He smiled as he wrote.”). This section should be fairly comprehensive.
- c. Summary of student interviews: Here you should include a general summary of the student’s responses to the interview questions (e.g., José sees himself as a competent writer and his responses indicate that he enjoys writing).
- d. Summary of teacher interview: Same as above but using the teacher’s responses.
- e. Analysis of writing samples. Summarize what you found out about each student’s writing from analyzing the writing samples. Include quotes from the samples where appropriate (e.g., José appears to be a competent writer. He writes elaborates stories and edits his drafts to correct his own spelling. Here is an example of a story he wrote....”).
- f. Summary of each student as a writer. This section should include a description of your student as a writer based on your observations, the student and teacher interviews and your analysis of writing. An analysis grid that summarizes each part of your data collection can be helpful but is not required. An example is:

	Observations	Student Interview	Teacher Interview (or prior perceptions)	Writing Samples
Writing proficiency				
Attitudes toward writing				
Audience awareness				
Conventions				

The items that are in the column on the left will vary from student to student and are based on the patterns that you find during your data collection. In addition, you will need to include in text citations from course readings, discussions and lectures in this section. This should be the longest section of your paper.

- g. Language arts/writing goals and planning: Here you describe how you plan for instruction for your students
- h. Reflection on assignment: Here you will reflect on the entire process of the assignment as well as on your findings for your particular students answering the four questions from the TPA assessments as well as your observations about the individual children.
- i. Appendices: Here is where you put all your field notes, interview response sheets, analysis grid and student writing samples.

## 6. Attendance, Participation, Professionalism and Reading (6 pts per class =90 points)

These are vital to your role as a learner, much of which is contingent upon in-class participation and cannot be replicated in other ways. Please come prepared to incorporate reflections on the reading, personal experiences, opinions, and questions. The wealth of knowledge and reactive ideas you contribute are invaluable. Regular class attendance is important in order to successfully complete your individual and group responsibilities.

*Note: All students are expected to complete assignments in this course as their own work. Plagiarism is defined as to pass off the ideas or words of another as one's own without crediting the source. If I suspect a student has violated the academic honesty guidelines, I will discuss the apparent violation with the student to provide them with an opportunity to explain the situation. If I feel that Academic Dishonesty has occurred, I file an incident report with the Dean of the Faculty, the Provost, and the Vice-President for Student Affairs. Depending on the severity of the offense, I may assign the responsible student a failing grade on the assignment/paper/quiz/exam or an overall course grade of an "F". Students should consult the Academic Dishonesty policy as listed in the 2007-2008 Catalog (page 68).*

**Students with disabilities needing accommodation should make requests to Disability Resource Programs located in the Educational Access Center, BT 1541, 805-437-3331. All requests for accommodations require appropriate advance notice to avoid delay in services. Please discuss approved accommodations with faculty.**



**TENTATIVE COURSE OUTLINE**

<b>Meeting</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due Prior to Attending Class</b>
1	1/20	➤ Reading and Writing Workshop	F&P, C 4 & 5
2	1/22	➤ Reader's Notebook	F&P, C 10
3	1/27	➤ Guided Reading	F&P, C 11
4	1/29	➤ Literature Study	F&P, C 15
5	2/3	➤ Literature Study in Action	F&P, C 16
6	2/5	➤ Responding to Literature	F&P, C 17
7	2/10	➤ Understanding the Reading Process	F&P, C 18
8	2/12	➤ Teaching for Comprehension	F&P, C 19
9	2/17	➤ Sustaining Guided Reading Strategies	F&P, C 20
10	2/19	➤ Connecting Guided Reading Strategies	F&P, C 21
11	2/24	➤ Genre and Content Literacy	F&P, C 23
12	2/26	➤ Poetry Workshop	F&P, C 24
13	3/3	➤ High Quality Performance	F&P, C 27
14	3/5	➤ Continuous Assessment	F&P, C 28
15	3/10	➤ Selecting and Using Leveled Texts	F&P, C 14
16	3/12	➤ Final Exam	

Note: Course Syllabus as of Feb. 4, 2009 – Subject to Revision

**EDMS 526: Modern Methods in Mathematics Teaching  
Spring 2009**

**MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM  
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**Professor: Vicki A. Vierra**

Office: Bell Tower East, Room 2782

Office Hours: 3:30 – 4:30 Mondays or by Appointment

**Telephone: (805) 437-1348 (W) (805) 988-0788 (H) FAX (805) 389-6478**

**Email: [vierra@vcoe.org](mailto:vierra@vcoe.org) (W) or [Vicki.Vierra@csuci.edu](mailto:Vicki.Vierra@csuci.edu)**

**Class Meeting Time: Mondays 4:30 – 8:20 PM**

**Class Meeting Place: Bell Tower 1726**

***Class Schedule:***

Jan. 19 (MLK Jr. – holiday, no class)	Jan. 26	Feb. 2	Feb. 9	Feb. 16
Feb. 23	Mar. 2	Mar. 9	Mar. 10 VCMC “March Measurement Mathness” conference (optional)	Mar. 30 (Cesar Chavez holiday, no class)
Mar. 16	Mar. 23 (Spring Break, no class)	Mar. 30	Apr. 6	Apr. 13
Apr. 6	Apr. 13	Apr. 20	Apr. 27	May 4

Final: May 11

**Course Blackboard Access: <http://csuci.blackboard.com>**

Electronic Resources are accessible on Blackboard

**Course Description:**

*Candidates learn to apply techniques and materials to teaching mathematics in elementary and middle schools. Special attention will be given to mathematical reasoning, problem solving skills, multiple representations and approaches including verbal, symbolic, and graphic. Modern methods, including mathematical modeling, use of technology and modern educational software will be emphasized. Needs of English Language Learners and exceptional children and technology for teaching and learning is integrated.*

**Students completing EDMS 526 will:**

1. Acquire direct and guided experience of teaching and learning mathematics in California K-8 public school classrooms with special emphasis on mathematical reasoning and problem solving skills (TPEs 1A, 4, 5, 6 A/B, 9).
2. Discuss and describe theories and personal insight into the developmental stages of how mathematics understanding and learning is acquired by elementary and middle school students (TPEs 5, 8, 11).
3. Demonstrate an understanding of the mathematical content appropriate for individual students in inclusive, diverse K-8 classrooms through the design of learning activities (TPEs 4, 5, 7, 8).
4. Apply findings from current research in observing, designing and appraising the content and organization of mathematics programs of study (TPEs 1A, 4, 9, 10, 11).

5. Assess and meet the multiple needs, skills and talents of students in mathematics and take account of the special needs of English Language Learners and exceptional learners and allow for the multiple ways students demonstrate understanding and progress (TPEs 2, 3, 7, 8).
6. Design and deliver an effective standards-based K-8 program that draws from a repertoire of pedagogical techniques (TPE 1A, 4, 9, 10).
7. Collaborate with colleagues to select from and use state-adopted materials and other materials to design, evaluate and revise mathematics programs, units of study and learning activities for the diverse learners found in K-8 classrooms (TPE 1A, 4, 6A/B, 9, 13).
8. Locate, evaluate and effectively integrate digital technology and software resources throughout the mathematics curriculum to support the development of understanding (TPE 1A, 4, 5, 9).

**REQUIRED TEXTS:**

John A. Van de Walle, (2007). *Elementary and Middle School Mathematics: Teaching Developmentally*. 6th Edition. Pearson Education, Inc., Boston, MA. ISBN: 0-205-48392-5

California Department of Education, (2005). *Mathematics Framework for California Public School K-12*.

\$19.95, ISBN: 0-8011-1611-2

<http://www.cde.ca.gov/ci/ma/cf/index.asp> , free download

Supplemental Texts (optional):

Susan Chapin & Art Johnson, (2000). *Math Matters: Understanding the Math You Teach*. Math Solution Publications, Sausalito, CA. ISBN 0-941355-26-8

Marilyn Burns, (2000). *About Teaching Mathematics: A K-8 Resource*, Second Edition. Math Solution Publications, Sausalito, CA. ISBN: 0-941355-25-X

**ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING.**

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

**COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN:**

The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

*University Mission Statement*

Placing students at the center of the educational experience California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

***"Opportunity-Collaboration-Integration-Community"***

**STUDENTS WITH SPECIAL NEEDS:**

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation or contact Disability Accommodation Services, Bell Tower East, 1769 (805-437-8510), <http://www.csuci.edu/disability/disability.htm>.

**STANDARDS FOR SUCCESSFUL PARTICIPATION:**

Due to the dynamic, interactive nature of courses in the Multiple Subject Credential Program, all participants need to attend **every** class. Participants are expected to be prepared for each session and to participate actively. We will be engaging in discussions and activities in class that cannot be “made up” outside of class. If you cannot be in class, you must send an email to the instructor **prior to class** and make arrangements to pick up your missed work. If you miss a class or any combination of two late arrivals or early exits, 3 points will be deducted from your participation points. All assignments must be handed in on the due date. They need to be typed and double-spaced.

**GRADING POLICY: (See the CSUCI General Catalogue for University Grading Policies)**

A = 95 – 100%	C = 73 – 76%
A- = 90 – 94%	C- = 70 – 72%
B+ = 87 – 89%	D+ = 67 – 69%
B = 83 – 86%	D = 63 – 66%
B- = 80 – 82%	D- = 60 – 62%
C+ = 77 – 79%	F = 59% or lower

**Grading Emphasis:** Each assignment will be graded 90% on content and context (reflective and critical thinking, analysis and synthesis of information, pertinent details about the individual and the learning context; directly addressing the issues; effort and originality, etc.), and 10% on mechanics (grammar, writing conventions, format etc.).

**Academic Honesty:** All assignments must be original work completed by the student (unless otherwise indicated) and sources cited when appropriate. (See the 2008-2009 University Catalog regarding Student Conduct and Academic Dishonesty.)

**COURSE REQUIREMENTS AND STANDARDS ADDRESSED:**

Course readings, participation in discussions & activities	25 points (Standards 3e, 4d, 5f, 6b, 8Aa, 9f, 11b, 12)
3 Classroom observational inquiries with reflections	25 points (Standards 4d, 5f, 8Aa, 10, 12, 13f, 14e)
2 Assessments/evaluations of children's math thinking	20 points (Standards 8Aa, 12)
Contribution of ideas and materials to peer learning (e.g. number sense game, 3 technology critiques, math literature connections, textbook evaluation, etc.)	30 points (Standards 8Aa, 9a/f/g, 12, 13f)
Design a 5-day math unit and present an overview 12d, 13f, 14e)	35 points (Standards 1d, 3d, 4 a/d/e, 5f, 8Aa, 9a, 11b,
Attendance at Math Professional Development w/ reflection	15 points (Standards 8A, 9c, 11, 12)
Total: 150 points	

**Note:** Some assignments may also be used to fulfill the Performance Assessment for California Teachers (PACT), a CCTC requirement for awarding of the Multiple Subject Preliminary Teaching Credential. Details and a scoring rubric for PACT will be provided in seminar.

**Credential Program Requirements for Passing:** STUDENTS MUST EARN A “C+” OR BETTER IN THIS COURSE TO BE CONSIDERED PASSING for the Credential Program. Grades of less than C+ must be retaken for the Credential Program.

**COURSE ASSIGNMENTS:**

*All assignments are due on the dates indicated. Assignments must be word processed and double-spaced with standard margins and 12 pt. font. All assignments must reflect university-level composition and exposition. Use of electronic spelling and grammar checking is **essential**. Assignments may be submitted electronically as text messages or attachments or faxed. Submit assignments to e-mail address / fax number indicated to ensure timely receipt and consideration for full credit.*

- 1. Readings, Discussions & Class Activities (25 Points)**  
Each week there will be assigned readings. You need to be prepared to participate in class discussions and activities based on the specific readings. The readings may be from the required texts, reserve materials held in the CSUCI library or copies of articles distributed or made available electronically. **(TPEs 1A, 3, 4, 5, 9, 11)**
- 2. Three (3) Classroom observational inquiries with reflections (25 Points)**  
You are required to make **three detailed and reflective** observational inquiries in **mathematics** classes. These investigations of **3 components** affecting elementary math classrooms are based on your professional interactions with co-operating teachers and elementary school-aged children. They should be a **synthesis** of your personal reactions to your work in classrooms, inquiry into the mathematical thinking of elementary children and reflection on the course readings and activities. These inquiries are more than a transcript of the classroom activities. They will help you explore:
  - 1) Context for Learning** – an analysis of the mathematical learning environment which includes student demographics, room environment, student groupings, materials and curriculum.

- 2) **Teachers' pedagogical content knowledge** – subject matter knowledge, choice of curriculum, instructional sequence, pedagogical strategies, questioning techniques, routines and procedures for class management, and the use of assessments to inform instructional decisions.
- 3) **Students' mathematical understanding** – types of activities that students are doing; support for diverse learners; mathematical discourse; opportunities for developing conceptual understanding, procedural proficiency and problems solving; and demonstration of mathematical understanding. **(TPEs 1A, 2, 4, 5, 6A, 7, 8, 9, 10, 11)**

**3. Two (2) Assessments of Children's Mathematical Thinking (20 Points)**

You will be asked to assess small groups of K-8 students. You will pose questions to 1-3 students, record their responses and provide an interpretation of the students' responses. You will include: the students' work, your analysis of what the student knows and can do based on the CA Mathematics Content Standards and suggestions for "next steps" for the student.

- 1) **Number Sense** – using "Balanced Assessment" individual interviews and/or Skills Inventories

**Entry level / Diagnostic** assessment for a topic you will be teaching. Survey and summarize results for the entire class and then do an in depth analysis of two students' responses. How will you adjust your instruction to meet these students' needs? **(TPEs 3, 8, 9)**

**4. Contribution to Peer Learning (30 Points)**

Assignments given throughout the course are aimed at providing ideas and examples of instructional practice and materials found in local K-8 classrooms. The required products will be shared and discussed in class, e.g. a Number Sense game, website critiques, math literature connections, evaluation of math textbooks, etc.

**(TPEs 1A, 4, 5, 6A/B, 7)**

**5. Group Project- Develop a 5-day Math Unit (35 Points)**

Working with a partner, design a five-day math unit that addresses the *CA Math Framework* standards for a chosen grade level. The curriculum you plan must demonstrate your understanding of math content, the development of mathematical concepts, assessing and addressing the needs of diverse learners and appropriate teaching technologies, methods and organization for effective instruction. Follow the CSUCI formal lesson plan when designing your 50-60 mins. lessons. The unit you design will be shared during the final class.

**(TPEs 1A, 2, 3, 4, 5, 6A/B, 7, 9, 10, 11)**

**6. Continuing Professional Development (15 Points)**

There are local opportunities during the course to attend meetings, seminars, conferences and other mathematics professional development events to further your knowledge and provide information, ideas and insights. It is expected that you will attend at least one such event and present a brief reflection on your experience, along with the materials you received. **(TPEs 4, 13)**

**COLLECTING TASKS AND ASSIGNMENTS:**

You must save all recorded tasks, activities and other documents and submit them as a complete set of work on **Apr. 27, 2009** for final evaluation. When the work is returned, **May 4**, you are to look over the comments and respond to any questions. **Revisions must be submitted by Monday, May 11. The 5-day Math Unit will be presented and turned in as your final on May 11, 2009.**

**EDMS 526: Modern Methods in Mathematics Teaching**  
**Spring 2009**

<b>Week</b>	<b>Mathematical Content</b>	<b>Pedagogy</b>	<b>Assignments</b>
<b>Jan. 19</b>	<b>Martin Luther King Jr. holiday (no class)</b>		Begin reading Early Numeracy chapters 9 – 14 in Van de Walle
<b>1 Jan. 26</b>	Course introduction, Statistics & Data Analysis	The Changing Curriculum, Content Standards & a Balanced Program	Read: Preface & Chapters 1–3 Van de Walle, pp. xxvii-xxvi & 1-36; Chapter 22 Van de Walle, pp. 452-474; Chapters 1 & 7 <i>CA Math Framework</i> pp. 1–13 & 240-245; (optional) Register for VCMC “March Measurement Mathness” conference by Feb. 9
<b>2 Feb. 2</b>	Communicating mathematically, Balanced Assessment, Rubric scoring & Portfolios	Assessment and Evaluation Strategies	Read: “On the Nature of Teaching and Assessing” - Greenwood; Chapters 4, 5 & 6 Van de Walle, pp. 37-94; <i>CA Framework</i> Chapter 5 “Assessment” pp. 220 – 227
<b>3 Feb. 9</b>	Developing Early Number Sense & Mastering the Basic Facts	Knowing vs. Doing Math, Building Understanding	Read: Van de Walle Chapters 9 & 11, pp. 120-142 & pp. 165-186 Submit an Observational Inquiry for feedback by <b>Feb. 16</b>
<b>4 Feb. 16</b>	Developing Meanings for the Operations: Problem Types & Place Value	Planning a Powerful Program	Read: Chapters 10 & 12 Van de Walle, pp. 143-164 & 187-215 Share a number sense game or strategy with the class <b>2/23 or 3/2</b>
<b>5 Feb. 23</b>	Strategies for Whole Number Computation & Estimation	Differentiating the Curriculum - Access for Diverse Learners	Read: Chapters 13 & 14 Van de Walle, pp. 216-258

<b>6</b> <b>Mar. 2</b>	Fractions	Capturing Imaginations; Literature Connections & Mathematical Themes	Read: Article “Benchmarking Fractions”; Chapter 16 & 17 Van de Walle, pp. 293-332 <b>Complete a number sense assessment</b> , record & analyze results; submit <b>Mar. 9</b> for feedback
<b>7</b> <b>Mar. 9</b>	Connections between Fractions, Decimals & Percents	Open problems & Investigations; Questioning Strategies; Effective Learning Environment	Read: Chapter 18 & 19 Van de Walle, pp. 333-373
<b>Mar. 10</b>	<b>VCMC “March Measurement Mathness” mini-conference</b> (optional)	<b>4-6 PM, VCOE Conference Center 5100 Adolfo Rd. Camarillo 93012</b>	Attendance & reflection fulfills Professional Development requirement, include flier, handouts & certificate of attendance
<b>8</b> <b>Mar. 16</b>	Literacy in Mathematics; ELD Strategies – Access for All	Discovering, Developing & Enriching <b>all</b> Children’s Mathematical Abilities & Interests Providing Access for Diverse Learners	Read: Van de Walle Chapter 7, pp. 95-106; <i>CA Framework</i> Chapter 6 “Universal Access” pp. 228-239  See Technology Resources on Blackboard
<b>9</b> <b>Mar. 24</b>	<b>Spring Break</b>	<b>No class</b>	Partners submit grade level and standard(s) for math unit by <b>Apr. 6</b> .
<b>10</b> <b>Mar. 30</b>	<b>Cesar Chavez holiday – no class</b>  Technology Tools for Deepening Understanding	Infusing & Managing Technology in the Math Program; Home-School Connection	Read: Chapter 8 Van de Walle, pp. 107-119  Write 3 critiques of technology resources, e.g. websites, software or tools.
<b>11</b> <b>Apr. 6</b>	Logic & Algebraic Reasoning	Traits of Effective Math Teachers; Engaging with Mathematical Ideas in Every Lesson	Read: Chapter 15 Van de Walle, pp. 259-292; Complete an entry-level assessment, record & analyze results
<b>12</b> <b>Apr. 13</b>	Patterns & Functions; Mathematical Reasoning	Scaffolding the Learning to Meet Students’ Needs	Read: Chapter 22 Van de Walle, pp. 259-292



<b>13 Apr. 20</b>	Textbook Evaluation  Geometry	Math Textbook Evaluation – Library VCOE 5100 Adolfo Rd. Camarillo 93012  Modeling Mathematical Ideas; Learner-Centered Instructional Strategies	Complete textbook rating form. Read: Chapter 21 Van de Walle, pp. 407-451; Distribute: <b>Math Portfolio Checklist</b> <b>Submit Math Assignments Portfolio</b> on <b>Apr. 27</b> : Inquiry/observations, Student assessments, Professional Dev. reflection, Peer Learning, etc.
<b>14 Apr. 27</b>	Measurement	Designing Units of Study; Organizing & Sequencing Learning Opportunities	Read: Chapter 20 Van de Walle, pp. 374-406; <i>CA Framework</i> Chapter 4 “Instructional Strategies” pp. 202 – 219 <b>Turn in Math Assignments Portfolio</b>
<b>15 May 4</b>	Probability  <b>Course Evaluation</b>	Games as Tools, Not Toys; Course evaluation & Final discussions	Read: Chapter 23 Van de Walle, pp. 475-491; Finalize math unit and prepare class presentations for 5/11
<b>16 May 11 4:30-6:30</b>	<b>Final</b>	<b>Presentation: Math Units</b>	<b>Turn in final draft of Math Unit</b>

### Education Specialist Standards addressed in the course:

#### Standard 11: Educational Policy and Perspectives

Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society.

*For an internship program: The program provides initial instruction in the essential themes, concepts, and skills related to the duties of a special educator before the candidate assumes intern responsibilities.*

#### Standard 12: Educating Diverse Learners with Disabilities

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques

that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

### **Standard 17: Assessment, Curriculum and Instruction**

Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

### **Standard 19: Knowledge and Skills of Assessment in General Education**

Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

### **Standard 20: Curricular and Instructional Skills in General Education**

Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

### **Standard 21: General Education Field Experiences**

Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.

### **Standard 23: Planning and Implementing Curriculum and Instruction**

Each candidate demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations and instructional plans. The instructional plans are responsive to the unique needs of the student, general education settings and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.

**California State University Channel Islands  
Multiple Subject Teacher Credential Program**

**EDMS 527-01  
History, Social Studies and Integrated Arts (4 units)**

**Dr. Kathleen Contreras**

**kathleen.contreras@csuci.edu**

**Office: Bell Tower East Wing 2778; phone 437-8976**

**Office hours: M/W 11:30-12:30 p.m.**

**Class Meeting: MW 12:30-4:50 pm; Bell Tower 2684**

***CSUCI MISSION STATEMENT***

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

**Alignment of Standards For Educator Development To Foster Student Learning**

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

**TPE'S ADDRESSED IN EDMS 527**

TPE 1a: Subject Specific pedagogical Skills for a MS Teaching Assignment

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretations and Use of Assessments

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6a: Developmentally Appropriate Practices in grades K-3.

TPE 6b: Developmentally Appropriate Practices in Grades 4-8.

TPE 6d: Developmentally Appropriate Practices for Special Education

TPE 7: Teaching English Learners

TPE 8: Instructional Technologies

TPE 9: Using Technology in the Classroom

TPE 10: Instructional Planning

TPE 11: Instructional Time

TPE 12: Professional, Legal, and Ethical Obligation

**LEARNING OUTCOMES**

Students completing EDMS 527 will:

- Become knowledgeable, access and use the California History/Social Science Framework, the Content Standards for the California History/Social Sciences.

- Relate the above mentioned frameworks and content standards to classroom practice during supervised fieldwork/student teaching;
- Understand the value of incorporating primary source materials, children’s literature, technology, the arts, and oral history into integrated social studies instruction;
- Increase her/his awareness related to the multitude of community and web resources available for teachers and the ways in which these resources can be used to inform, support, and strengthen the social studies program;
- Develop lessons using primary source materials, infusing multicultural/lingual perspectives, and implementing them into a social studies unit of instruction based on appropriate grade-level studies, utilizing Specially Designed Academic Instruction in English or primary language instruction in Spanish.
- Design curricula that reflect a variety of instructional strategies and that enhance and enrich children’s inquiry and higher-level thinking skills through active participation;
- Appreciate the social sciences and history as a field of study; and
- Utilize technology via the use of presentation software and electronic research tools.

**COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN**

The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

**STANDARDS FOR SUCCESSFUL PARTICIPATION:**

All participants are expected to attend every session unless otherwise arranged. Participants who miss one meeting will be expected to complete a written assignment that pertains to the content covered on the day of the missed session. Participants are expected to be prepared for each session and to participate actively. All assessment/assignments must be handed in on the due date. Assignments must be typed and double-spaced. You are expected to attend and participate in class. We will be engaging in discussions and activities in class that cannot be “made up” outside of class. If you cannot be in class you must send an email to the instructor prior to class. If you miss more than one meeting it will impact your grade.)

**Attendance Policy**

Due to the dynamic and interactive nature of courses in the Multiple Subject Credential Program, all students are expected to attend all classes. At a minimum, students must attend more than 90% of class time, or it will impact your grade. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s (he) MUST contact the instructor as soon as possible via email. At a minimum, students must attend 15 out of 16 of all classes without affecting the grade. Each additional absence will result in a loss of 5 points, unless extenuating circumstances are evident and made known to instructor.

**PREREQUISITE:**

*Must be officially admitted to the Multiple Credential Program.*

*Class Description*

Focuses on curriculum for History, Social Sciences and Arts as delineated by the California Content Area Standards and the Curriculum Frameworks. Includes curriculum development, methods, techniques, planning and assessment in history, social studies and integrated arts.

Needs of English Language Learners and exceptional children, technology for teaching and learning is integrated.

Grading Policy:

(See the CSUCI General Catalogue for University Grading Policies). Grading Scale: A=95-100, A-=90-94, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower.

Submission Schedule: Because of the concentrated nature of this session, all assignments must be submitted on their due date. Work submitted one session after the due date would be reduced by one letter grade (the point equivalent). Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Two absences, grade lowered by .5; three absences, lowered by one letter grade.

***Required Texts***

1. *Rethinking Schools, Volumes 1 & 2*
2. Other written materials and resources will be available in class or online through Blackboard. **It is your responsibility to check BLACKBOARD frequently. <http://csuci.blackboard.com>**

Student Evaluation

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, standard margins. It is expected that all assignments will reflect university-level composition and exposition. If absent, assignments must be submitted electronically to Blackboard Digital Drop box by the due date. Otherwise, for each day late, grade will be lowered by one letter grade. Please talk to me if extenuating circumstances prevail. No more than two absences allowed for course completion.

***Assignment Description***

1. **History-Based Writing** (4 x 5pts =20 pts.)  
Using format distributed in class, write an example for each writing style.
2. **GeoEarth:** Actively participate in geography-related activities in class. (10 pts.)
3. **Rethinking Schools/Rethinking Classrooms: Teaching for Equity and Justice**  
Lead a discussion/activity. Vol. 1 or 2. (15 pts.)
4. **Historical Fiction literature lesson (15 pts.)**  
Use the model lesson format distributed in class to plan and teach a historical fiction lesson aligned with the K-8 History/SS standards.
5. **History/Social Resources & Textbook Evaluation: (10 pts.)**
  - a. See **BLACKBOARD** for the digital scavenger hunt on the *SCORE* website. <http://score.rims.k12.ca.us/>
  - b. **Meet as a team to evaluate state-adopted History/SS textbook material.**

Location: Ventura County Superintendent of Schools Office.  
Educational Services Center, Learning Resource Display Center (LRDC)  
5100 Adolfo Rd., Camarillo 93012. *See Blackboard for details.*

**6. Fieldtrip to a local global business: (5 pts.)**

**7. Global Economy Project:** (collaborative teams). **(25 pts.)** Plan and implement a *Global Economy* project for University Charter School. Details distributed in class.

**Course Outline**

Mon. Jan. 26

- Human Timelines
- Fact vs. Fiction
- *Rethinking Schools*: Model discussion & activity: *Where I'm From: Inviting Students' Lives into the Classroom*
- History-Social Science California Frameworks and Content Standards on the *SCORE* website. <http://score.rims.k12.ca.us/> Digital scavenger hunt on *SCORE* website. Submit to Digital Dropbox on Blackboard by 2/2/09.

Wed. Jan. 28

- Historical Fiction Intro w/ *The Bracelet*
- *Model lesson: Coolies*
- *Rethinking Schools*: Model discussion & activity
- Intro to History/Social Science Writing # 1: *Then & Now: Historical Artifact*

Mon. Feb. 2

- Digital scavenger hunt due
- *Rethinking Schools: Where I'm From due*
- *Rethinking Schools/Rethinking Classrooms: Discussion & activity*
- Intro to History/Social Science Writing # 1: *Then & Now: Historical Artifact*
- *Global Economy Project*

Wed. Feb. 4

Field Experience: Meet at Limoneira Company, Santa Paula

Mon. Feb. 9

- History/Social Science Writing # 1: *Then & Now: Historical Artifact Due*
- *Rethinking Schools/Rethinking Classrooms*: discussion & activity
- Historical Fiction book talks: Group # 1 & 2
- Global economy project activity

Wed. Feb. 11

- Evaluate as a team state-adopted History/SS textbook material. Meet at Ventura County Superintendent of Schools Office.  
Educational Services Center, *Learning Resource Display Center (LRDC)*

5100 Adolfo Rd., Camarillo 93012

- Rethinking Schools/Rethinking Classrooms: discussion & activity
- History/Social Science Writing #2: *Poetry & History*
- Global economy project activity

Mon. Feb. 16

- Historical literature lesson: Groups 1 & 2 Due
- Rethinking Schools/Rethinking Classrooms: discussion & activity
- History/Social Science Writing #2: *Poetry & History Due*
- Multimedia Geography activities: Visual Glossary of Geographic Terms

Wed. Feb. 18

Technology workshop  
Ventura County Superintendent of Schools Office  
5100 Adolfo Rd., Camarillo 93012

- Rethinking Schools/Rethinking Classrooms: discussion & activity

Mon. Feb. 23

- Historical literature lesson: Groups 3 & 4 Due
- Global economy project due
- Geo Earth: California Here I Come!
- Rethinking Schools/Rethinking Classrooms: discussion & activity
- History/Social Science Writing #3: *Portrait Poems*

Wed. Feb. 25

- Geography: California Here I Come! Due
- History/Social Science Writing #3: *Portrait Poems Due*
- Geo Earth: Global visions
- Rethinking Schools/Rethinking Classrooms: discussion & activity
- Writing # 4: Postcards

Mon. March 2

- Geo Earth: Global visions due
- Writing # 4: Postcards due
- Rethinking Schools/Rethinking Classrooms: discussion & activity
- Geo Earth: *Geographical Groceries*

Thurs. March 4:

- UPS collaboration: Global Economy Projects

Mon. March 9:

- UPS collaboration: Global Economy Projects

Wed. March 11: UPS collaboration: Global Economy Projects

**EDMS 529: Science, Health and Physical Education**  
**Spring 2009**

**MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM**  
**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

Professor:	David Philips	Email: <a href="mailto:bruinboy92@hotmail.com">bruinboy92@hotmail.com</a>
Office Hours:	After Class And by appointment	Emergency Phone: Charlotte Wakenhut, Education Support Provider 437-8594
Class Meeting Time:	Tues./Thurs. 8:00 am - 11:50 pm	
Meeting Place:	Room 1726 Bell Tower	

**Meeting Schedule:**

January 20, 22, 27 and 29    February 3, 5, 10, 12, 17, 19, 24, and 26    March 3, 5, 10, and 12

**Course Description:**

Students study the application of recommended methods for teaching physical, life and earth science, health and physical education to students (K-8) based on research and theory. Students reflect upon their personal development and abilities to integrate theory and practice in science, health and physical education. Needs of English Language Learners and exceptional children and technology for teaching and learning is integrated.

**Students completing EDMS 529 will:**

1. The candidate will be able to write appropriate goals and measurable objectives for science, health and physical education lessons and units.
2. The candidate will be able to demonstrate various teaching strategies.
3. The candidate will be able to use improved questioning strategies in their science, health and physical education teachings.
4. The candidate will be able to use directed reading lessons in their science, health and physical education instruction.
5. The candidate will be able to create and use a variety of assessment strategies in their lessons.
6. The candidate will be able to create an authentic unit assessment.
7. The candidate will be able to discuss a variety of issues with respect to students' previous and naïve knowledge and learning, assess the previous knowledge and naïve knowledge of students, and develop lessons that help students exchange naïve knowledge for more sophisticated knowledge of science, health and science education.
8. The candidate will be able to describe the influence of modern learning theories on science, health and physical education and utilize these theories in various aspects of the curriculum unit.
9. The candidate will be able to create concept maps for science, health and physical education content and concepts.
10. The candidate will be able to organize science content in a way to facilitate meaningful learning.
11. The candidate will be able to describe the instructional accommodations made for diverse learners (English Learners and special needs candidates included) in science, health and physical education.
12. The candidate will be able to infuse technology into their science, health and physical education teaching.
13. The candidate will be able to formulate and explain a personal definition of science describing the



nature of science with respect to its products, processes, assumptions and values, and describe the implications of this definition within the context of the goals and objectives of American science education and develop a personal philosophy of science education.

14. The candidate will be able to describe the nature of inquiry, discuss the relative merits of inquiry, distinguish between inquiry and non-inquiry activities, evaluate inquiry materials and write inquiry labs.
15. The candidate will be able to explain how to teach children to promote lifelong health of themselves and others.
16. The candidate will be able to describe how the growth and development of children affect their learning.
17. The candidate will be able to explain how to teach children to promote lifelong health of themselves and others.
18. The candidate will be able to describe and utilize a variety of methods to develop motor skills and abilities in children.
19. The candidate will be able to create lessons that develop candidate recognition of the importance of lifelong health of themselves and others.
20. The candidate will be able to create and teach lessons that develop candidate knowledge and skills of human movement.
21. The candidate will be able to create and teach lessons that develop candidate knowledge and skills of the rules and strategies of games and sports.
22. The candidate will be able to incorporate activities into lessons that develop candidate self-worth and confidence in relation to physical education and recreation.

### **REQUIRED TEXTS:**

Personally Selected Children's Literature Book

Carnes, Cliff (1983). *Awesome Elementary School Physical Education Activities*, The Education Company. Carmichael, CA

CA Dept. of Education                      Science Framework for California Public Schools

CA Dept. of Education                      Health Framework for California Public Schools

CA Dept. of Education                      Physical Education Framework

**OR**

Access to the Internet the Science, Health, Physical Education Standards (**do not print out but have ready access to it for assignments**)    [www.cde.ca.gov/](http://www.cde.ca.gov/)

### **ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING**

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

**COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF**

### **ALL CHILDREN:**

The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

### ***Mission Statement***

California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with an international perspective that includes facility in two languages. To accomplish its mission, the university strives to create learning communities that involve all elements of the university, integrate community and university resources, build community-university partnerships, engage the educational community from preschool through community college, provide opportunities for adult education and lifelong learning, and preserve and enhance the culture and environment of the region.

### ***"Opportunity-Collaboration-Integration-Community"***

**SUBMISSION SCHEDULE:** All assignments are due on the dates indicated. Assignments must be typewritten/word processed (11 or 12 point font). It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Work submitted one session after the due date will be reduced by one letter grade (the point equivalent). Work submitted beyond one session late will receive no credit, at the discretion of the instructor.

### **STUDENTS WITH SPECIAL NEEDS:**

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

### **ATTENDANCE**

As a future educator, you need to begin to develop a professional attitude toward all aspects of teaching, including your teacher education courses. Therefore, you will be expected to attend class sessions—arriving on time and staying until the class is dismissed. Any combination of two tardies or early departures will count as an absence. If you are absent more than two times you will have the choice of either completing an extra assignment or take a 5% grade reduction for each subsequent absence.

### **ACADEMIC HONESTY AND INTEGRITY**

All students are expected to complete assignments in the course as their own work. If the instructor suspects a student has violated the Academic Honesty Guidelines, he will discuss the apparent violation with the student to provide he/she with the opportunity to explain the situation. If the instructor feels the Academic Dishonesty has occurred, he will report the matter to the Vice President for Academic Affairs. Depending on the severity of the offense, the instructor may assign the responsible student a failing grade on the assignment/quiz or an overall course grade of an "F".

**GRADING POLICY:** (See the CSUCI General Catalogue for University Grading Policies)

A = 95 – 100%	C = 73 – 76%
A- = 90 – 94%	C- = 70 – 72%
B+ = 87 – 89%	D+ = 67 – 69%
B = 83 – 86%	D = 63 – 66%
B- = 80 – 82%	D- = 60 – 62%
C+ = 77 – 79%	F = 59% or lower

**Final Grading Points:**

<b>A 450 – 427</b>	<b>B- 372 - 390</b>	<b>D+ 314 - 301</b>
<b>A- 426 - 404</b>	<b>C+ 359 - 345</b>	<b>D 300 - 282</b>
<b>B+ 403 - 390</b>	<b>C 344 - 327</b>	<b>D- 281 - 270</b>
<b>B 389 - 373</b>	<b>C- 326 - 315</b>	<b>F less than 270</b>

*STUDENTS MUST EARN A “C+” OR BETTER IN THIS COURSE TO BE CONSIDERED PASSING* for the Credential Program. Grades of less than C+ must be retaken for Credential Program.

**ASSESSMENT**

**POINTS**

<b>1. Random Assignments (10-15 points each) (Life, Physical, Earth and Literature Relationship to Science)</b>	<b>60 pts.</b>
<b>2. Organized Notebook of all Handouts and Appropriate Notes</b>	<b>15 pts.</b>
<b>3. Presentation of Children’s Literature Book with typed Lesson Plan (This presentation is given to class lasting 8-12 minutes)</b>	<b>30 pts.</b>
<b>4. Teaching Science Lesson with typed Lesson Plan (<u>GRADES 1 – 8</u>) (This teaching episode will be 20-35 minutes to the total class)</b>	<b>90 pts.</b>
<b>5. Science Discrepant Event</b>	<b>15 pts</b>
<b>6. Teaching two Physical Education Lessons (primary and upper) (Each teaching episode will be 7 -10 minutes to the total class)</b>	<b>40 pts</b>
<b>7. Integrated Science (Health/Physical Education)Unit (<u>GRADES 1 – 8</u>) consisting of 5 Lesson Plans (minimum of 4 being science)</b>	<b>200 pts</b>
<b>TOTAL POSSIBLE</b>	<b>450 PTS.</b>

**OVERVIEW OF REQUIRED ASSIGNMENTS**

**Class Random Assignments:** As an extension to a class project in each area of science (earth, life, physical) you will be given materials in class to complete outside of class. You must attend class to receive the instruction and materials to complete your assignment, if you are not in attendance to get instruction/materials you may not make-up the assignment.

**Literature Relationship to Science Standards:** You will construct a chart providing student literature that can be used to accompany specific science standards using the following format.

<u>Grade</u>	<u>Subtopic</u>	<u>CA Science Standard</u>	<u>Book/Author</u>	<u>ISBN</u>
6	Plate Tectonics	1a	<u>Planet Earth/Inside Out</u> Gail Gibbons	0-688-09680-8

**Presentation of Discrepant Event:** You will demonstrate a discrepant event used to teach a specific science standard and explain the scientific principles in action and provide each student with a typed plan how to replicate your presentation.

**Organized Notebook:** You will maintain a notebook containing all handouts and appropriate notes from this course in a notebook and organize it in a manner so that you can quickly reference any specific resource.

**Presentation of Children’s Literature Book with typed Lesson Plan:** You will read a Children’s Book/Passages that introduce/relate to a Science Lesson, using a CA Science Standard Grade 1-8. Provide each student a typed science lesson plan using the format provided in this course. This lesson should be completed within 8- 12 minutes and may not take less than 5 minutes for full credit.

**Teaching Lab Science Lesson with typed Lesson Plan:** You will teach a Hands on Science Lab, using a CA Science Standard Grade 1-8, to the class making all preparations and providing each student a typed lesson plan using the format provided in this course. This lesson should be completed within 22 to 30 minutes and may not take less than 20 minutes for full credit.

**Teaching Physical Education Lessons with typed Lesson Plan:** You will teach a Physical Education Lesson, using a CA Physical Education Standard Grade K-8, to the class making all preparations and providing each student a typed lesson plan using the format provided in this course. This lesson should be completed within 7 to10 minutes and may not take less than 5 minutes for full credit.

**Final Project--Thematic Unit Plan:** This unit plan should be comprehensive and sequential and include lesson objectives, five detailed lesson plans, lesson handouts/worksheets, lesson assessments, and any other items relating to the actual teaching of these five lessons. The unit must relate to one grade level incorporating one or more specific CA Standards organized in an overall unit theme. A detailed sample unit (Plate Tectonics) will be presented during class time, which should be used as a model for your own unit plan.

## TOPICS TO BE DISCUSSED

- 1/20 Introduction/Syllabus/Science Standards/Lesson Design Modeled
- 1/22 Science Unit Resources - GEMS/AIMS/NSTA/TOPS  
Children’s Science/Literature

- 1/27 Model Literature Lesson / Model Science Lesson/Lesson Plan  
(sign up to present Children’s Science/Literature for 2/6)**
- 1/29 Model Literature Lesson / Model Science Lesson/Lesson Plan  
(sign up to present Science Lessons 2/10, 2/12 or 2/17)**
- 2/3 Presentations Children’s Science/Literature/Lesson Plan**
- 2/5 Model Science Lesson/Lesson Plan**
- 2/10 Teach Science Lesson/Lesson Plan**
- 2/12 Teach Science Lesson/Lesson Plan**
- 2/17 Teach Science Lesson/Lesson Plan**
- 2/19 \*\* Physical Education Standards – Rainy Day (K-8)/ Model Primary (K-2) Activities**
- 2/24 Present Science Discrepant Events**
- 2/26 \*\* Physical Education Model Upper (3-8) Elementary Activities/Health Activities**
- 3/3 \*\* Teach Physical Education Primary (K-2) Lesson/Lesson Plan**
- 3/5 \*\* Teach Physical Education Upper Grade (3-8) Lesson/Lesson Plan**
- 3/10 Integrated Science - Health Activities – DUE: Notebook**
- 3/12 Multi-Grade Level Science Activities - Drawing for Resources  
DUE: Science (Health/Physical Education)Unit**

**\*\* For PE portions please wear comfortable clothing and tennis shoes (no open toed shoes) to class!**

## CALIFORNIA STATE UNIVERSITY AT CHANNEL ISLANDS

### CSUCI Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Spring 2009

### INITIAL STUDENT TEACHING SEMINAR

*EDMS 566 Section 1*

Tuesday (bi-weekly), 4:00-5:50 p.m.

Broome Library Room 1750

1 unit

**Instructor:**

Dr. Merylyn Buchanan  
Bell Tower East #2756  
[merylyn.buchanan@csuci.edu](mailto:merylyn.buchanan@csuci.edu) (805) 437-8579

Office hours: T 11 am - 12 pm  
W 2:30 - 3:30 pm  
and by appointment

**Pre-requisite:** Admission to the Multiple Subject Credential Program

**Co-requisite:** EDMS 565 Student Teaching

**Course Description:** This bi-weekly, two-hour seminar with university faculty and/or supervisors is designed to facilitate the preparation, implementation and completion of the California Teacher Performance Assessment task. It is a required course in the Multiple Subject Teacher Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

**Required texts:** None

**Required Web-based Portfolio technology:** *TaskStream* account

**Required readings:** PACT [Candidates' Handbook](#) plus [Making Good Choices](#)

**Supplemental readings:** Brief readings may be provided in class and/or through *Blackboard's* e-Reserves.

**Expected Learning Outcomes:** Students who successfully complete the course will be able to:

1. Plan a 3-5 day mathematics teaching event suited to a specific diverse K-8 teaching context
2. Develop and deliver an instructional plan that uses a repertoire of techniques and strategies to effectively deliver a quality program of study to diverse K-8 students and provide a rationale for choices made
3. Create, provide commentary on, and implement an assessment plan for the teaching event and analyse the data gathered
4. Examine and describe critical issues associated with teaching students with multiple needs and skills found in diverse, inclusive K-8 classrooms
5. Reflect on and critique a video taped episode of students' own teaching performance
6. Complete all component tasks of the Teaching Performance Assessment Learning Event

Course Content: **Discussions and activities will address a range of possible topics, depending on identified student needs. Such topics may include:**

1. Research and write a teaching context commentary (Task 1)
2. Plan a 5 day teaching event for a specific diverse K-8 setting (Task 2)
3. Utilize a repertoire of teaching techniques and strategies and provide a rationale for the activities included (Tasks 2, 3 and 6)
4. Critique video-taped episodes of teaching (Task 3)
5. Create an assessment plan, implement it and analyze the data gathered (Task 2 and 4)
6. Describe critical issues associated with teaching students with multiple needs and skills (Task 5 and 6)
7. Write critical reflections on teaching events (Task 2-6)

8. Complete all components of the Teaching Performance Assessment Tasks

**Class assumptions:**

- The process of learning is an *on-going process* for all involved in this class and requires constant critique, reflection, and action.
- Learning is seen as a *collective process*, where participants share and analyze experiences together in order to address issues, and rely on each others' strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.
- Content in this process is *emergent*. Students have to be involved not only in determining content but in explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in conjunction with expert opinion, research, and practice. It may range from the very immediate context of the classroom itself, from the family and community context, and/or from broader political issues.
- Progress is seen to be *cumulative and cyclical* rather than occurring in discrete, linear steps.

**Policies:**

1. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and for the course. (Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or outside of the university; and nondisclosure or misrepresentation in filling out applications or other university records.) Please refer to the University Catalog for more detailed information regarding standards for student conduct.
2. Attendance policy: Attendance for each full session and promptness are required.
3. Course evaluation: Grades for this credit/no credit class will be pass/fail. Grades will be determined by your performance throughout the semester in terms of your: (1) attendance; (2) participation in class discussions; (3) graduate level quality completion of all assignments and other activities.

**Students with special needs:**

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class are encouraged to provide Educational Access Services with a written verification of the disability. All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with me as soon as possible so that instructors can appropriately adapt methods, materials, testing, and learning activities to provide for equitable participation.

**Assignments:**

1. PACT: Students will complete the component parts of the Elementary Mathematics Teaching Event for PACT. This includes video taping an episode of teaching with permission. Each student will be prepared to share and discuss assignment materials in class. The series of assignments will serve as preparation for the PACT event that will be completed independently during the semester in which Advanced Student Teaching occurs.
2. Readings: Students will download from Blackboard and read the PACT Candidates' Handbook and Making Good Choices materials and other occasional materials as assigned. They will be prepared to share and discuss these materials in class.
3. Preparing for next semester: Students will create documents (i.e., resume, cover letter and application form) for practice interviewing for teaching positions that will take place during EDMS 576. It is critical to apply to these materials professional standards and academic language in preparation for entry into the teaching profession.

Date	CONTENT	Tasks <i>following class meeting</i>
January 22 <i>All Cohorts</i>	Placements & Supervisors; Calendar and Procedures; Paperwork <b>EDMS 566 –Hand out schedule (Group A and B)</b> TPEs, CSTP, and TPAs.	For 1/27: Download PACT Handbook and Making Good Choices and Overview from Blackboard.
1. January 27	Dispositions - questionnaire. Overview of semester Overview of PACT: The Learning Event and ESAs. Purpose of the 6 Tasks of the Learning Event Collecting evidence: of your and students' performances. ESAs –SS and Lit 1 (Science and Lit 2). Candidates' Handbook; Making Good Choices	For 2/3: Read through materials: become familiar with the Tasks and what is required from candidates.
2. February 3	<b>Letter for cooperating teachers** Math Unit decisions.</b> PACT scoring Rubrics & Guide questions; levels 1-4, average of scores.  What is important for a teacher to know about the learning/teaching context? Focus Task (2): Planning for Instruction and Assessment Aligning learning objectives, teaching methods and assessment strategies.	<b>Give PACT letter to cooperating teacher.</b> <b>Task 2: Planning:</b> read and become familiar with the prompts and rubrics 1-3. For 2/17: Read sample Task 2 materials found on BB.
3. February 17	Discuss and critique sample planning materials. Focus Task (2): Planning for scope and sequence and assessment plan	Related readings distributed through Blackboard e-Reserves.
4. March 3	Focus Task (2): Planning for all students. Focus Task (6): Examining the development of Academic Language Differentiated instruction and assessment; developing academic language.	For 3/17: Create assessment plan.
<b>8 week courses end – Full-time Student Teaching begins</b>		
5. March 17	Focus Task (2): Planning for all students. Bring EDMS 526 mathematics unit plans to class, including assessment plan. Differentiating tasks, appropriate assessments & academic language instruction. Entry-level assessment task. <b>Forms for parent permission for video-taping.</b>	<b>Distribute Video waivers.</b> For 3/31: Collect entry-level assessment data. Prepare 1-2 page analysis of the results. Read sample <b>Task 4</b> on BB.
<b>March 24: CSUCI Spring Break: following class sessions date may be adjusted to fit with district SB dates.</b>		
6. March 31	Focus task (4): Analyzing and Reporting Assessment Data Rubrics and guiding questions 6-8. Examine sample assessment data: analyzing results, interpreting error patterns and identifying individuals who need assistance. Pair share: examine assessment data. Report on whole class and targeted students. How does the data impact planning next steps?	<b>Task 3: Instruction:</b> read prompts and rubrics 4&5. For 4/21: Video episode of <u>your own teaching</u> , self-score using rubrics 4-5. Prepare <u>1-2 page</u> written commentary.
7. April 7	Focus Task (3): Instruction. Collecting and presenting evidence & artifacts of learning. Watch and critique Benchmark Video 2: using guiding questions 4-5. Discuss Task 3 Commentary: Making and defending instructional choices. Introduction to video technology.	For 3/31: Read sample Task 3 commentary found on BB. Bring own video and commentary to seminar.
8. April 21	Focus Task (3): Instruction Small groups: critique own videos and share commentaries and self-scoring of rubrics 4-5. Focus Task (4): Find evidence of monitoring progress. Identify where academic language is used, is taught and is produced (Task 6).	For 5/5: From peer feedback on video and own experience write reflection. Prompts on Blackboard.
9. May 5	Preparation for job market component of EDMS 576: Resume, cover letter and application forms plus the interview Feedback for next semester's seminar – EDMS 576	Prepare draft resume, cover letter and application form for first Fall meeting.



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**Spring 2009**

**ADVANCED STUDENT TEACHING SEMINAR**

**EDMS 576 Section 1**

**Wednesday, 4:00-5:50 p.m. Broome Library 1750.**

**2 units**

**Instructor:**

Dr. Merylyn Buchanan

Bell Tower East #2756

[merilyn.buchanan@csuci.edu](mailto:merilyn.buchanan@csuci.edu) (805) 437-8579

Office hours: T 11 am - 12 pm

W 2:30 - 3:30 pm

and by appointment

**Pre-requisite:** Advanced status in the Multiple Subject Credential Program

**Co-requisite:** EDMS 575 Student Teaching

**Course Description:** This weekly, two-hour seminar with university faculty and/or supervisors is designed to:

- assist candidates in preparation for the job market;
- facilitate completion of the California Teacher Performance Assessment Task;
- provide opportunities for student teachers to discuss practical issues relevant to the student teaching experience.

EDMS 576 is a required course in the Multiple Subject Teacher Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

**Required texts:** None

**Required Web-based Portfolio technology:** *TaskStream* account

**Required reading:** PACT [Candidates' Handbook](#) plus [Making Good Choices](#)

**Supplemental readings:** Readings may be provided in class and/or through *Blackboard's* e-Reserves.

**Expected Learning Outcomes:** Students who successfully complete the course will be able to:

1. Describe and reflect upon their own professional practices;
2. Examine and expand their repertoire of teaching strategies and techniques in order to effectively deliver a quality program of study to diverse K-8 students;
3. Describe and evaluate critical issues associated with diverse K-8 students, considering multiple needs and skills found in classrooms;
4. Consider appropriate ways to collaborate with families and others in the school community to provide an inclusive and cooperative learning environment; and
5. Identify, discuss, and practice steps in securing a K-8 teaching position.

**Course Content:** Discussions and activities will address a range of possible topics, depending on identified student needs. Such topics may include:

1. Lesson planning, presentation, and reflection processes;
2. Assessment issues and methods;
3. Methods for developing positive parent communication;
4. Ways to support students with diverse educational needs and skills;
5. Analysis of videotaped lessons taught by student teachers;
6. Performance Assessment for California Teachers (PACT) support;
7. Job searching;
8. Processes for Multiple Subject Credential acquisition.

### **Class assumptions:**

- The process of learning is an *on-going process* for all involved in this class and requires constant critique, reflection, and action.
- Learning is seen to be a *collective process*, where participants share and analyze experiences together in order to address concerns, and relying on each others' strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.
- Content in this process is *emergent*. Students have to be involved not only in determining content but in explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in conjunction with expert opinion, research, and practice. It may range from the very immediate context of the classroom itself, of family and community context, and/or to broader political issues.
- Progress is seen to be *cumulative and cyclical* rather than occurring in discrete, linear steps.

### **Policies:**

4. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and for the course. (Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or outside of the university; and nondisclosure or misrepresentation in filling out applications or other university records.) Please refer to the University Catalog for more detailed information regarding standards for student conduct.
5. Attendance policy: Attendance and promptness are required.
6. Course evaluation: Grades for this credit/no credit class will be pass/fail. Grades will be determined by your performance throughout the semester in terms of your: (1) attendance and (2) participation in class discussions and other activities and (3) successful completion and passing of the PACT Teaching Event.

### **Students with special needs:**

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class are encouraged to provide Educational Access Services with a written verification of the disability. All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with me as soon as possible so that instructors can appropriately adapt methods, materials, testing, and learning activities to provide for equitable participation.

### **Assignments:**

4. PACT: Students will complete the Elementary Mathematics Teaching Event for PACT. This includes video taping an episode of teaching with permission. The series of assignments will assist in preparing the PACT portfolio, the PACT tasks will be completed independently during the semester in which Advanced Student Teaching occurs. Each student will be prepared to share and discuss assignment materials in class.
5. Readings: Students will download from Blackboard and read the PACT Handbook and materials and other occasional materials as assigned. They will be prepared to share and discuss these materials in class.
6. Preparing for the Job Search: Students will create documents (i.e., resume, cover letter) and practice interviewing for teaching positions (i.e. mock interview), making a special point of applying high professional standards and appropriate pedagogical skills in preparation for entry into the teaching profession.
7. Bridging PACT/BTSA: Students will interact with BTSA guest speakers from the Ventura County Induction Program, who will help them build a better understanding of California's continuing professional development plan.

Date	TOPIC	Tasks: following seminar
1. January 22 All Cohorts	<p><b>All groups:</b> Placements &amp; Supervisors Calendar, Procedures and Paperwork Seminar dates and outline distributed. TPEs, CSTP and TPAs. Dispositions – questionnaire.</p>	<p>Download ST Handbook from Blackboard. Drafts of résumé, cover letter and application to be brought to seminar on <b>1/28</b>. Syllabus available in Blackboard</p>
2. January 28	<p>Applications I: Interview packet - Résumé, Cover Letter and Application <i>Outline of semester activities including PACT Timeline and structure. Feedback.</i> ESAs: Collecting evidence of performance for Science and Lit 2. Permission letters and CSIJCI letter for cooperating teachers / schools. Discussion of /feedback on initial Teaching Experience – Survey distributed.</p>	<p>Revise interview materials (<b>RCA</b>) for sharing with peers on <b>2/11</b>. Read <i>PACT Overview</i> in BB and <i>Making Good Choices</i>. <b>ASAP</b> begin collecting Context data. <b>Letter</b> given to cooperating teacher. <b>Video permissions</b> distributed to class.</p>
3. February 4	<p>Looking at TaskStream: Collecting and presenting evidence of learning: assessment data, student work and video of performance. Examination and discussion of Pact submission samples from CSUCI candidates. Keeping and using daily reflective journals. Technology assistance for Flip video cameras and TaskStream.</p>	<p><b>Task 1: Context:</b> Read sample <i>Context</i> responses available in BB and commentary prompts. Write <u>1-2 page</u> Context report for <b>2/11</b>. <b>Math Unit</b> decisions for <b>2/25</b>.</p>
4. February 11	<p>Applications II: in small groups, review revised materials.  PACT: Task 1: Context – What information about students was important? Why? Pair-share Context commentary.</p>	<p>Revise interview materials (RCA) for final submission on <b>2/18</b>. <b>Task 2: Planning:</b> read and be ready to discuss your prior experiences in light of commentary and rubrics. Sample Task 2 responses will be available in BB: read and critique.</p>
5. February 18	<p>Interview packet - materials due. * Sign up sheet for Mock Interviews. PACT: Task 2: Planning for Instruction and Assessment Rubrics and guiding questions 1-3 Differentiating instructional tasks and assessment plan Responding to needs; Dealing with changes to plans</p>	<p><b>Task 1: Context:</b> written up. Math Unit decisions for <b>2/25</b>. Bring Content Standards on <b>2/25</b>. <b>Task 3: Instruction:</b> become familiar with docs and rubrics 4 &amp; 5.</p>
6. February 25	<p>PACT: Task 2: Planning for Instruction and Assessment Math strands and topics: teaching concepts not standards Preparing unit plan outline for scope and sequence Theory-based decisions.. Aligning learning objectives and assessments PACT: Tasks 2 &amp; 4: Assessment activity. Collecting and presenting evidence and artifacts.</p>	<p><b>Task 1:</b> Context: revised and uploaded into TaskStream. <b>Tasks 2 and 4:</b> Design entry-level assessment activity for your class; bring to class on <b>3/4</b>.</p>
7. March 4	<p>Preparing preliminary credential files:Tina Torres, Christina Canchola. PACT: Tasks 4: in small groups review assessment tasks and protocols. PACT: Task 3: Instruction: what will effective practice look like? View Benchmark Video: Use rubrics and guiding questions 4-5</p>	<p><b>Tasks 2 and 4:</b> Revise and implement Assessment activity; collate data. <b>Task 3:</b> Video 15 min episode of your teaching; use rubrics/guiding questions 4-5 to self-score – complete for <b>4/15</b>.</p>
8. March 11	<p>Preparing for the interview: Job searching tips: Panel discussion with previous CSUCI student guests Effective interviewing tips: Sample interview questions made available.</p>	<p><b>Task 4:</b> Analyze assessment data and prepare commentary; bring on <b>4/8</b>. Prepare for questions that might be asked during the interviews.</p>

8 week courses end – Full-time Student Teaching begins

9. March 18	<b>MOCK INTERVIEWS</b>  <b>Location TBA.</b>	<b>Task 2:</b> Lesson planning / assessment / structured ac. language plans finalized. Read <b>Task 3: Instruction</b> sample commentaries available in BB. Prepare 1-2 page commentary based on an examination of your own teaching video. <b>Task 1:</b> review and finalize Context in TaskStream by <b>3/29</b> .
<b>March 26</b>	<b>CSUCI – Spring Break</b> <b>No class session date likely to be changed to meet school districts’ Spring Break</b>	<b>Task 4:</b> prepare analysis of entry-level assessment data for sharing with small group <b>4/8</b> . Sample <i>Task 4</i> responses available in BB.
10. April 1	Debrief mock interviews Impact of classroom experiences and issues. PACT: <b>Task 3 – Instruction:</b> Critique own videos in small groups. Bring rubrics and guiding questions 4-5 and 9 used to self-score and share reflective commentaries.	☞ <b>Task 5: Upload daily lesson reflection.</b> <b>Task 4:</b> If necessary, administer follow-up assessments. <b>Task 2:</b> complete commentary for <b>4/15</b> .
11. April 8	PACT: <b>Task 4:</b> Small groups: examine entry level assessment data. Reporting on whole class, subgroups and targeted students. Describing and justifying next steps for all students.	☞ <b>Task 5: Upload daily lesson reflection.</b> <b>Task 4:</b> Write assessment commentary based on your examination of data and group feedback.; upload <b>Assessment</b> materials to TaskStream by <b>4/12</b> .
12. April 15	PACT: <b>Task 2:</b> Planning for Instruction & Assessment: Commentaries shared in small groups. Theory-based decisions. Check for consistency, meeting students’ needs and structured support.	☞ <b>Task 5: Upload daily lesson reflection.</b> <b>Task 2:</b> review and upload lesson plans and assessment plan (for all students) to TaskStream by <b>4/19</b> .
13. April 22	PACT: <b>Task 6:</b> Finding the evidence: analysis of and commentary on students’ development of Academic Language evidenced in their work samples and from your observations and the assessments. Use rubrics and guiding questions 11-12 to comment on students’ math Academic Language development.	<b>Task 6:</b> add Academic Language examples to commentary. <b>Task 3: Video</b> should be completed and edited. Commentary complete for <b>4/26</b> . <b>Task 3:</b> upload video and Instruction commentary by <b>4/29</b> .
14. April 29	PACT: <b>Task 5: Reflection</b> What constitutes thoughtful reflection? Theory-based practice. Rubrics and guiding questions 9 – 10. Review of sample commentaries.	<b>Task 6:</b> upload Academic Language commentary by <b>5/1</b> . <b>Task 5:</b> upload Reflection commentary to TaskStream by <b>5/3</b> .
<b>Monday May 4</b>	<b>Final date for submission of PACT Portfolios</b>	
15. May 6	<b>Introduction to BTSA</b> <b>Meet at VCOE site, 5400 Adolpho Road, Camarillo.</b>	<b>Deep breath: enjoy rest of student teaching.</b> <b>Make appointment with credential office (A-M/Canchola, (805) 437 8523; N-Z/Torres), (805) 437 8573.)</b> <b>Complete CSU exit survey.</b>
<b>May 11</b>	<b>Student Teacher Gala</b>	<b>Almost done = Celebrate the people who’ve supported you.</b>

This schedule is subject to change and more details will be added as the series evolves or as external requirements demand.



**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM**

**EDUC 510: Learning Theory and Development Applied in Multicultural Contexts**  
Spring, 2009

Instructor: Dawn Witt  
Office: Bell Tower East, 2778  
Telephone: 805-437-2743  
Email: [dawn.witt@csuci.edu](mailto:dawn.witt@csuci.edu)  
Office Hours: Monday 11:30-2; Tuesday 2:30-4:30  
Class Meeting Time: Monday 9-11:50  
Class Location: BT 1726

**COURSE DESCRIPTION:**

Introduction to psychology of learning and instruction. Major concepts, principles, theories and research related to child and adolescent development; human learning; the cognitive, linguistic, social, emotional and physical development. Candidates begin to use this knowledge to create learning opportunities that support student development, motivation and learning in a social, cultural, and historical context. Includes learning theories and their application to educational practice in multicultural and multilingual classroom settings.

**ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING**

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

**STANDARDS ALIGNMENT**

The course objectives, assignments, assessments and our final comprehensive assessment have been aligned with the CTC. The following standards are a primary emphasis in this course.

Standard 3: Relationships Between Theory and Practice

Standard 3(a)

In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.

Standard 3(b)

Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.

Standard 11: Preparation to Use Educational Ideas and Research

Standard 11(a)

*Child and Adolescent Development.* Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. In the program, each candidate

begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.

Standard 11(b)

*Theories of Learning.* Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles and research associated with theories of human learning and achievement. In the program, candidates begin to rely on knowledge of human learning in designing, planning and delivering instruction.

Standard 12: Professional Perspectives Toward Student Learning and the Teaching Profession

Standard 12(a)

Through planned prerequisite and/or professional preparation, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.

Standard 12(b) – Through planned prerequisite and/or professional preparation, Candidates learn about research on relationships between (1) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (2) teacher expectations and student achievement.

Standard 12(c)

Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves. Candidates learn how to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish ambitious learning goals for students.

Standard 12(e)

Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional development of children and youth, while emphasizing the teacher's unique role in advancing each student's academic achievements.

Standard 12(f)

Through planned prerequisite and/or professional preparation, candidates learn the benefits for students of collaborative, collegial planning by teachers and other adults in K-12 schools. On multiple occasions, each candidate works closely with one or more colleagues to design and deliver effective, coordinated instruction.

The following CCTC program standards are infused across the Curriculum:

Standard 4: Pedagogical Thought and Reflective Practice

Standard 5: Equity, Diversity and Access to the Core Curriculum

Standard 9: Using Computer-Based Technology in the Classroom

Standard 13: Preparation to Teach English Learners

Standard 14: Preparation to Teach Special Populations in the General Education Classroom

**TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES**

This course is designed help students seeking the Multiple Subjects Credential to develop the skills, knowledge and attitudes 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. The following TPEs are addressed in this course:

- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 6a: Developmentally Appropriate Practices – K-3
- TPE 6b: Developmentally Appropriate Practices in Grades 4-8
- TPE 7: Teaching English Learners
- TPE 8: Learning About Students
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligations

#### COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Teacher Education Program faculty are committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are included in this syllabus, with the competencies covered in this course highlighted.

#### *MISSION STATEMENT*

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

#### **"Opportunity-Collaboration-Integration-Community"**

#### **STUDENT OUTCOMES**

Students will be able to:

- Interpret major learning theories through various applications in course assignments and explain the major theories of learning and identify specific practices which are consistent with those theories (Standards 3, 3b, 11a, 11b, 12, 12a).
- Describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language development (Standards 5, 12a, 12b, 12c, 13, 14).
- Conceptualize, organize and implement strategies which result in multicultural/multilingual, democratic classroom environments that promote prejudice reduction and conflict resolution (Standards 5, 12b, 13, 14).
- Identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development (Standards 5, 11b, 13).



- Develop strategies for becoming informed about learners including family, community, and learning styles (Standards 3b, 11a, 12b, 12e).
- Note developmental differences among and between students of varying ages and grades including differences in personality, cognition, identity, social relations, and morals/ethics (Standards 3a, 3b, 11b, 12b).
- Describe several types of learning style differences and their connection to teaching style differences (Standards 4, 11b, 12a, 12b).
- Discuss social learning theory and its implications for teaching (Standards 3b).
- Promote teaching problem-solving, decision-making, and learning skills as a means of teaching (Standards 5,12b,13, 14)
- Articulate a personal philosophy of learning that includes an analysis of the differential power relationships that come to play in a class (Standards 3a, 3b, 4, 12a).
- Develop long and short term planning which accommodates diverse language and learning differences that are linked to curriculum standards/frameworks and sequences of instruction (Standards 5, 11b, 13).

## **EDUC 510 LEARNING THEORY AND DEVELOPMENT COURSE REQUIREMENTS**

### **PREREQUISITE**

This is a required prerequisite course for the Multiple Subject and Special Education Credential Programs.

### **STANDARDS FOR SUCCESSFUL PARTICIPATION**

All participants are expected to be prepared for each session and to participate actively. All participants are expected to attend **EVERY** session unless otherwise arranged. Participants who miss one meeting will be expected to complete a written assignment that pertains to the content covered on the day of the missed session. All assessment/assignments must be handed in on the **due date**. Assignments must be typed and double-spaced unless otherwise specified. You are expected to attend and participate in class. We will be engaging in discussions and activities in class that cannot be “made up” outside of class. If you cannot be in class, you must send an email or call the instructor prior to class. If you miss more than one meeting, it **WILL** impact your grade.

### **ATTENDANCE POLICY**

Due to the dynamic and interactive nature of courses in the Multiple Subject Credential Program and the Special Education Credential Program, all students are expected to attend **ALL** classes. At a minimum, students must attend **more than 90% of class time**, or it **WILL** impact your grade. Individual instructors may adopt more stringent attendance requirements. Tardies are not acceptable and points will be taken off attendance, participation and professionalism grade. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

**GRADING POLICY** (See the CSUCI General Catalogue for University Grading Policies)

## SUBMISSION SCHEDULE

All assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one point. Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Late work must be accompanied by an explanation for its lateness, and an indication of how you intend to rectify the problem in the future.

## GRADING EMPHASIS

Each written assignment will be graded approximately 70% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.) and 30% on mechanics (grammar, syntax, format, uniformity of citation, etc.). All citations will use the APA format. Use of the Writing Center is encouraged.

## REQUIRED TEXTS:

Ormrod, J.E. (2008). Human learning, 5<sup>th</sup> ed.

Optional text:

Tollefson, K & Osborn, M. (2008). Cultivating the learner-centered classroom: from theory to practice.

## SUMMARY OF CLASS ASSIGNMENTS

<u>PROJECT</u>	<u>POINTS</u>
1. Lesson Plans (2 @ 10 points each)	20
2. Mocktail Party	5
3. Theorist Presentation (each person)	10
4. Paper on Theorist	15
5. Dyad presentation of a theory in lesson plan format.	10
6. Attendance, Participation, Professionalism and Readings	40
<u>Total</u>	<u>100</u>

## DESCRIPTION OF ASSIGNMENTS

- 1. Two Lesson Plans (10 points each – total 20 points)**  
Lesson plans will use the CSUCI format. Each plan will be based on a content standard, one on Language-Arts and the other on Mathematics. These will be submitted in typed format.
- 2. Mocktail party (5 points)**  
During the semester you will be asked to participate in one or more mocktail parties as discussed in class. There will be a question posed which you will be asked to respond to in one page or less.
- 3. Group presentation on Theorist – (10 points)**  
Depending on class size, this presentation may be done in groups or individually. Groups will present combined knowledge to rest of class. Use the internet, textbook or any other source. You can use visual presentations or experiments.

**4. Paper on Theorist (15 points)**

Select a theorist from the list provided and write a 4-5 page paper explaining their learning theory (it is not a biography of the theorist). The paper will be written in APA format. Use appropriate resources (no, wikipedia is not an appropriate source for a graduate level paper) and include a bibliography as to where the information was located.

**5. Dyad of application of a theory in lesson plan format. (10 points)**

From a list of primary learning theories selected by the instructor, partners will select one theory and present it to the class. The presentation will be in CSUCI lesson plan format and will use a content standard as the focus of the lesson.

**6. Attendance, Participation, Professionalism and Reading (40 points) (-2 points for excused absence; -1 point if tardy; -1 for late paper; -2 for no paper)**

These are vital to your role as a learner, much of which is contingent upon in-class participation and cannot be replicated in other ways. Please come prepared to incorporate reflections on the reading, personal experiences, opinions, and questions. The wealth of knowledge and reactive ideas you contribute are invaluable. Regular class attendance is important in order to successfully complete your individual and group responsibilities. Included in this section are summaries for the various readings you will be assigned.

**EDUC 510**

Mtg	Topic		Readings and assignments
1/19	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Requirements</li> <li>California Learning to Teach System</li> <li>Teacher Performance Expectations</li> <li>What is Effective Teaching?</li> </ul>	<ul style="list-style-type: none"> <li>How People Learn (Blackboard download)</li> </ul>	Chapter 1 No Class
1/26	<ul style="list-style-type: none"> <li>Research contributes to the process of learning</li> <li>Continue effective teaching</li> <li>Begin lesson planning</li> <li>Objectives</li> <li>What are the requirements?</li> </ul>	Content Standards Lesson Planning	Chapter 2 Presentations: Bloom, Hunter
2/2	<ul style="list-style-type: none"> <li>Universal Access</li> <li>Meeting the needs of all students</li> <li>Continue long and short term Planning</li> <li>Behavioral views of learning</li> </ul>	Content Standards Lesson Planning	Chapter 3 Presentations: Behaviorism Blackboard reading: Mind Shifts <b>Mocktail Party:</b> philosophy of learning
2/9	<ul style="list-style-type: none"> <li>Diversity Multicultural/multilingual</li> <li>Bilingual education</li> <li>Assessment of Learning</li> <li>Entry Level/Monitor/Summative</li> <li>Frameworks</li> </ul>	Differentiated Instruction,	Chapter 4 Presentations: Thorndike, Skinner <b>First Lesson Plan due</b>
2/16	<ul style="list-style-type: none"> <li>Classroom management</li> <li>Programmed instruction</li> </ul>	Ability groups TPE, Planning	Chapter 5 Blackboard reading on Constructivism

	<ul style="list-style-type: none"> <li>• Mastery learning</li> </ul>		
2/23	<ul style="list-style-type: none"> <li>• Social cognitive theory</li> <li>• Modeling</li> <li>• Self-efficacy</li> <li>• Self-regulations</li> </ul>		Chapter 6 Presentations: Bandura, Bruner, Chomsky <b>Second lesson plan due</b>
3/2	<ul style="list-style-type: none"> <li>• Cognition and memory</li> <li>• Gestalt psychology</li> <li>• Information processing</li> </ul>		Chapter 7 Presentations: Information Processing Theory
3/9	<ul style="list-style-type: none"> <li>• Memory storage</li> <li>• Learning style inventory</li> <li>• Multiple intelligences</li> <li>• modalities</li> </ul>	LSI, MI, modality tests in blackboard	Chapter 8 Presentations: Gardner Blackboard reading on MI
3/16	<ul style="list-style-type: none"> <li>• types of knowledge</li> <li>• schemes and scripts</li> </ul>		Chapter 9 <b>Theory Paper due</b>
3/23	<ul style="list-style-type: none"> <li>• memory retrieval</li> <li>•</li> </ul>		Chapter 10 <b>Spring Break</b>
3/30	<ul style="list-style-type: none"> <li>• Developmental perspectives</li> <li>• Erikson, Maslow, Piaget</li> </ul>		Chapter 11 Presentations: Piaget, Vygotsky No Class
4/6	Complex learning and cognitions <ul style="list-style-type: none"> <li>• Effective learning and study strategies</li> </ul>		Chapter 12 Presentations: metacognition, Self-regulated learning Mocktail?
4/13	<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Practice using theory for lesson</li> <li>• Philosophy of Learning Returned for Final Form</li> </ul>	Chapter 13
4/20	<ul style="list-style-type: none"> <li>• Social processes</li> </ul>	<ul style="list-style-type: none"> <li>• Work on final presentation</li> </ul>	Chapter 14 Presentations: Reciprocal Teaching, Cooperative learning
4/27	Presentations	<ul style="list-style-type: none"> <li>• Work on final presentation</li> </ul>	Chapter 15
5/4	Presentations		<b>Final presentations</b>

We will meet during finals week in order to finish the final presentations

**Note: Course Syllabus as of 1/15/09 – Subject to Revision**

**EDUC 512: EQUITY, DIVERSITY AND FOUNDATIONS OF SCHOOLING  
Spring 2009**

**TEACHER CREDENTIAL PROGRAMS**

*CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS*

**Professor: Dr. Mona Thompson      Office: BTE 2778**

**Office Hours: Monday 6-7 p.m. or by appointment. Other times can be arranged individually with the instructor.**

**Telephone: (805) 437-8977**

**Email: mona.thompson@csuci.edu or al.mo@roadrunner.com. (quickest response) Do not use the digital dropbox.**

**Meeting Dates: 1/26, 2/2, 2/9, 2/16, 2/23, 3/2, 3/9, 3/16, 4/6, 4/13 (see syllabus), 4/20, 4/27, 5/4, Final 5/11**

**Class Meeting Time: Monday 7-9:50 p.m.**

**Location: Library 1750**

**ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING**

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

**This course addresses the following standards as per the California Commission on Teacher Credentialing:**

**Program Standard 5:** Equity, Diversity and Access to the Core Curriculum

**Program Standard 5a** – The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills, and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and leads to high achievement for all students;

**Program Standard 5(b)** – The program design includes study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California society, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom;

**Program Standard 5 (c)** – The program develops each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students.

**Program Standard 5 (d)** – The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes, and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments;

Program Standard 5 (e) - The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

Program Standard 5 (f) – The program provides each candidate with the capacity to recognize students specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

### **Program Standard 9: Using Computer-Based Technology in the Classroom**

Program Standard 9 (c) – Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative tools (e.g., threaded discussion groups, newsgroups, online research, and audio/video conferences);

Program Standard 9 (f) – Each candidate demonstrates competency in the use of electronic research tools (e.g., access the Internet to search for and retrieve information and the ability to assess the authenticity, reliability, and bias of the data gathered).

### **Program Standard 11: Preparation to Use Educational Ideas and Research**

Program Standard 11 (c) – Social, Cultural and Historical Foundations. Through planned prerequisite and/or professional preparation, each candidate learns major concepts and principles regarding the historical and contemporary purposes, roles, and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools. In the program, candidates begin to draw on these foundations as they (1) analyze teaching/learning contexts; (2) evaluate instructional materials; (3) select appropriate teaching strategies to ensure maximum learning for all students; and (4) reflect on pedagogical practices in relation to the purposes, functions, and inequalities of schools.

### **Program Standard 13: Preparation to Teach English Learners**

Program Standard 13 (a) – The program provides opportunities for candidates to understand the philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework;

Program Standard 13 (c) – Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs;

Program Standard 13 (f)– The program’s coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand, and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners;

## **STUDENT LEARNING OUTCOMES**

### **Students completing EDUC 512 will:**

- Learn major concepts and principles regarding schooling in American society, with an emphasis on California, in social, historical, and contemporary contexts;
- Understand the historical context and cultural background of the major cultural and ethnic groups in California;
- Consider the notions of culture, its use in curricula, and its relevance to multicultural curricula and instruction;
- Describe the connection between culture and communication and its implications for schooling;
- Learn to recognize and minimize bias in the classroom, and create a democratic and equitable classroom environment and experience;
- Understand the historical context & background of bilingual education in the U.S.;
- Learn relevant state and federal laws pertaining to the education of English Learners, and the impact in educational contexts;
- Detail the relationships between bilingual schooling and multicultural instruction;
- Discuss second language acquisition theory and the role of the primary language in second language learning;
- Introductory identification of various instructional theories and differing ways to establish a multicultural classroom;
- Learn (at an introductory level) the necessary pedagogical tools to increase access to the core curriculum for EL's;
- Respond to the broader communities from which K-12 students live and where K-12 teachers teach;
- Identify via introspection and ongoing reflection, stated and implied beliefs, attitudes, and expectations related to gender and to create gender-fair learning environments;
- Discuss and identify via reflection, stated, and implied beliefs with respect to expectations about students and families from diverse backgrounds in the context of schooling and to recognize students specific learning needs in a given context;
- Utilize technology via the use of electronic research tools and presentation.

### **TPE'S ADDRESSED IN EDUC 512:**

TPE 4: Making Content Accessible

TPE 7: Teaching English Learners

TPE 8: Instructional Technologies

TPE 10: Instructional Planning

TPE 15: Professional, Legal, and Ethical Obligations

### *Mission Statement*

California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with an international perspective that includes facility in two languages. To accomplish its mission, the university strives to create

learning communities that involve all elements of the university, integrate community and university resources, build community-university partnerships, engage the educational community from preschool through community college, provide opportunities for adult education and lifelong learning, and preserve and enhance the culture and environment of the region.

***"Opportunity-Collaboration-Integration-Community"***

**COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN**

*The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, technology, and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are included in this syllabus.*

**ACADEMIC HONESTY AND INTEGRITY:**

Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of **"F"** for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an **"F"** for the course. Therefore, submit your own work and cite your sources when referencing the work of others. If you have any questions please ask me. Legal Paper assignments will utilize the Blackboard "Turnitin" process.

**COURSE DESCRIPTION:**

This course addresses the principles of effectively teaching students from diverse language, historical, and cultural backgrounds. It includes skills, abilities, and community values plus a focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create an equitable classroom community that emphasizes the physical, social, emotional, and intellectual safety of all students will be emphasized. Study of gender bias, diverse students, families, schools, communities, and the candidate's self-examination of his/her stated and implied beliefs, attitudes, and expectations related to these areas of diversity and implications for daily classroom practice will be a major focal point in the course of study.

**GRADING POLICY:**

**(See the CSUCI General Catalogue for University Grading Policies)**

**Grading Scale:** A = 95-100, A- = 90-94, B+ = 88-89, B = 83-87, B- = 80-82, C+ = 78-79, C = 73-77, C- = 70-72, D+ = 68-69, D = 63-67, D- = 60-62, F = 59-0.

**Passing Grades:** Students must earn a "C" or better in this course to be considered for admission to the Credential program. Grades of less than "C" must be retaken for Credential Program.

**General Education Requirements: (C3b)** This course fulfills the General Education requirement of Category C (Art, Literature, Languages, and Cultures). C3b Multicultural - "Three hours lecture/discussion per week. Principles of effectively teaching students from diverse language, historical, and cultural backgrounds are major components of this course. The course looks at the skills and abilities of learners as well as the community values that are



reflected in the school. EDUC 512 focuses on the major cultural and ethnic groups. Attention is given to ways of recognizing and minimizing bias in the classroom and ways of creating an equitable classroom community that emphasizes the physical, social, emotional, and intellectual safety of all students. The course content includes study of gender bias, age bias, diverse students, families, schools, and communities. Each student will do a self-examination and reflection of his/her stated and implied beliefs, attitudes, and expectations related to these areas of diversity and implications for daily classroom practice.” See CSUCI Catalog

### **COURSE POLICIES - PROFESSIONALISM:**

#### **Attendance and Participation Requirements:**

As a future educator, you need to begin to develop a professional attitude toward all aspects of teaching, including your teacher education courses. Therefore, you will be **expected to attend all class sessions**, arriving on time and staying until the class is dismissed by the professor, not the clock. Any combination of two tardies or early departures will count as an absence. If early departure is more than 15 minutes it will count as an absence. We will be engaging in discussions and activities in class that cannot be “made-up” outside of class. Class begins promptly at 7:00 p.m.

Participants are expected to be prepared for each session and to **PARTICIPATE ACTIVELY**. One point will be awarded for **exceptional** class participation each day. Participation requires you to verbally share ideas with your classmates. Participation points will not be given for simply being in class. One point will be earned for attendance each day. **NO POINTS** will be awarded if you are tardy or absent.

Interns/teachers who chose to grade papers during class will receive no points for either attendance or participation that day. Students who chose to work on something other than what is being addressed in class will not receive attendance and participation points for that class session. **Students are not to use computers in class** unless specifically asked to do so. Participation and attendance points will not be awarded that day for students choosing to do otherwise.

We do not have provisions for childcare in EDUC 512. Should you have an emergency, please contact Professor Thompson prior to class to discuss the issue.

Cell phones are to be turned off during class. Text messaging is **not** considered a class activity. Attendance and participation points will not be given to students choosing to text message during class.

**Submission Schedule:** All assignments are to be submitted in class on the specified due date. All work turned in on the due date, electronically by either email or fax (805 – 437-3298) will also receive consideration for full credit. **A hard copy of all work is required for purposes of grading.**

Any hard copy of an assignment turned in past the due date must be **dated, time stamped, and initialed** by any Faculty Support personnel and **placed in my mailbox** in the Bell Tower East on the second floor. Late work will receive consideration for partial credit - - with a **MINIMUM** of a 15% reduction in the grade.

Late work will receive consideration for partial credit with the minimum of a 15% reduction in grade. **Late Work Will Only Be Accepted For a Period of One Week Past The Original Due Date!!** If you are asked to rewrite a paper, please include the original with the rewrite so the professor is able to see if the needed corrections were made. Late papers will be graded after all other papers, turned in on time, have been graded and recorded. This often means late papers will be returned several weeks after they are turned into the professor

Written documentation will be required should you have an unexpected medical or family emergency. Consideration will be given to verified medical and/or emergency reasons for late work.

The last day any papers will be accepted for the semester is April 27, 2009

#### **Paper Organization:**

All assignments must be typed in **12** point font, **DOUBLE SPACED**, have 1" margins, and printed on **one side of the page only**. Any paper single spaced (with the exception of the "MFA" assignments) or typed on both sides of the paper will be returned to the author without a grade. When the paper is returned to the professor 15% will be deducted for a late paper.

All referenced work must be cited using APA format. If you are not familiar with this citation format, please contact the Library or Writing Center for help. You may wish to consider purchasing a copy of the Fifth Edition of Publication Manual of the American Psychological Association. The ISBN is 1-55798-790-4

Both content and **mechanics** will be considered when grading written assignments. It is expected that all assignments will reflect **graduate-level** composition and exposition. Use of electronic spelling and grammar checking is encouraged as well as the use of a dictionary. The Writing Center is available to help you with the written structure, not content, of your paper.

#### **STUDENTS WITH SPECIAL NEEDS:**

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

#### **CLASS ASSUMPTIONS:**

\*\*\*The process of learning is an on-going process for all involved in this class and requires constant critique, reflection and action.

\*\*\*Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, and rely on each others' strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.

\*\*\*Content in this process is emergent. Students have to be involved not only in determining content but also in explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in conjunction with expert opinion, research and practice. It may range from the very immediate context of the classroom, the family and community context, and/or to broader political issues.

### **REQUIRED TEXTS:**

- Gollnick, Donna M. and Philip C. Chinn (Seventh Edition). *Multicultural Education in a Pluralistic Society*. New Jersey: Merrill Prentice Hall. ISBN 30-13-119719-3
- Spring, J. (1994 or latest edition). *Declturalization and the Struggle for Equality*. New York, NY: McGraw Publishing Company. ISBN#007-2322756.
- Nieto, Sonia - e-course pack. (You will need to have a Blackboard account)

### **RECOMMENDED TEXTS:**

- Leyba, C.F. (1994). *Schooling and Language Minority Students: A Theoretical Framework*. Los Angeles, California: Evaluation, Dissemination and Assessment Center, California State University
- Mandela, Nelson . *Long Walk To Freedom*. New York, NY: Little, Brown and Company ISBN # 0-316-54818-9
- Multiracial Schools (Multicultural Education Series). ISBN# 080773800X
- Ramirez, Gonzalo, Jr. & Ramirez, Jan Lee. (1994). *Multiethnic Children's Literature*. Delmar Publishers Inc. ISBN# 0-8273-5433-9.
- Sleeter, C. & Grant, C. (latest edition). *Making choices for Multicultural Education*. New York, NY: Macmillan Publishing Company.
- Uhl, Chamot, A. & O'Malley, M. (1994 or latest edition). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*, Reading, MA: Addison-Wesley Publishing. ISBN #0-201-53963-2.

**CHOOSE ONE: (to read, to write a report on, and to discuss in class)** You may also select a book from the Recommended List for your book review assignment

- Delpit, L.D. (1995). *Other People's Children: Cultural Conflict in the Classroom*. New York: The New Press.
- Foster, M. (1997). *Black Teachers on Teaching*. New York: New Press.
- Howard, Gary R. (Second Edition). *We Can't Teach What We Don't Know*. New York, NY: Teachers College Press. ISBN #0-8077-4665-7
- Jones, L., & Newman, L. (1997). *Our America*. New York: Schribner.
- Kozol, Jonathan. (1991). *Savage Inequalities*. New York: The Trumpet Club.
- Ladson-Billings, G. (1997). *The Dreamkeepers: Successful Teachers of African-American Children*.
- Paley, Vivian G. *White Teacher*. Cambridge, Mass: Harvard University Press

- Seierstad, Asne (2002). *The Bookseller of Kabul*. New York: Back Bay Books - Little, Brown and Company
- Tatum, Beverly Daniel. “*Why Are All The Black Kids Sitting Together In The Cafeteria?*”. New York: Basic Books
- Urrea, L.A. (1993). *Across the Wire*. New York: Anchor Boo

**ASSIGNMENT POINTS:**

“My Final Answer” (MFA)	5 pts. each
Personal Cultural Story	15 pts
Anthropological Depiction of Community Presentation	20 pts.
Book Review (written) (see title selection)	15 pts.
Legal Round Robin Presentation	15 pts.
Legal story	15 pts
Legal Cases Analysis	30 pts.
Museum of Tolerance Visit and Written Reflection	20 pts.
Attendance	13 pts
Participation	13 pts

FINAL DAY LATE PAPERS WILL BE ACCEPTED APRIL 27, 2009

Total points will vary depending on the number of MFA assignments.

**ASSIGNMENTS**

1. **“My Final Answer” (MFA) (5 points each)** first section is to be prepared (typed) **prior to class**. The remaining sections are done entirely in class and are based on the assigned reading. These assignments cannot be made-up if you are absent from class. **(TPE’s and Program Standards – All are addressed throughout the semester) Due : See class schedule**
2. **Personal Cultural Story (15 points). 1-3 pages.** This narrative will be a special story you have heard throughout your life that motivated you to go to college. The story can focus on your relationship with a specific family member or something that happened to you or a family member whose influence brought you to where you are today. This story can be funny or serious but it must have an historical and cultural origin from your life experience/s. **(TPE’s 4 & 7) Due: 2/2/09**
3. **Anthropological Depiction of a Community (20 points). Presentation.** As an educator, it is of the utmost importance that you know about the community in which your students reside. Working in small groups, you will research a pre-selected Ventura County community. Each group will look for answers to the following questions. You will be asked to present your information in class. Use of **multiple teaching strategies** that enhance your presentation will be considered when grading your work. A list of ideas will be discussed in class. You will be graded on the creativity of your presentation ( NOTE: Power point is seldom used in today’s public school classroom when teaching children).

- Who are the most influential members of “your” community (4-5) whose influence will impact you/your work as a teacher in the community? Explain why.
- Where do members of the community congregate? In other words, is this a cohesive community or are there diverse groups and populations within the “community” - describe and clarify your thoughts as to why these group/s exist in your community and why they may or may not impact the local schools.
- Is yours (1) a family community with a preponderance of young people and young children, (2) older and/or retired people, (3) highly educated or poorly educated, (4) native to the area or non-native, (5) employed or unemployed, (6) socially “identical” or socially diverse population? With this overview, determine which organizations are widely used in your community for the most predominant groups and explain why this information would be important for you to know as a teacher.
- Where do young people go when they are not in school? Explain how the social and outside of school activities of school age young people may impact your classroom. Don’t forget that schools may offer after school programs.
- Other considerations such as community size, geographic location, ethnicity, employment level, education opportunities may be reflected in your classroom. After identifying the demographics of the community, explain why this information about your community is important from the perspective of a teacher.
- What special services are available in your community where you might find help for a hungry family, homeless family, battered family, mentally distressed family (counseling services) etc.. **(TPE’s and Program Standards 5, 9, 13 and 11c, 13)**  
**Due: 2/16, 2/23 and 3/2/ 2009)**

4. **Book Review (15 points) 3-5 pages.** Read one of the books from the list provided in this syllabus. After reading the book, prepare a written review and reflection/critique of your selection. **Don’t forget to include your bibliographic information.**

In a group discussion with others who read the same book, you will have the opportunity to discuss the philosophical focus presented by your author. You and your classmates will jointly prepare an **informal** oral report for those in class who did not read the book. Draw from your written report for your oral presentation. This “report” will not require any prior preparation beyond that of reading the book and writing your assigned review. **(TPE’s and Program Standards 5,6, 8, 12 and 5b, 5c, 5e, 5f) Due: 4/13/2009**

5. **Legal Story - one page, Legal Panel Round Robin, and Analysis of Cases Paper (15 points for your story, 15 points for your Round Robin presentation and 30 points for your Analysis of the cases paper). 4-5 pages** The purpose of this assignment is to provide you with an understanding of the history and influence the U.S. Constitution, the various legislative branches of government, the Office of the President of the United States, the electorate, and the courts have played in the “creation” of our present day public school system. As a member of an “expert” legal panel, you will prepare a written description of your assigned case then, with your panel members, you will each present your legal case in a Round Robin format to the class. Panels will be divided into specific topics and the cases will represent a sequence of legal arguments, laws, and votes that

demonstrate the changes in public thinking since the early days of public education in the U.S. and California to today.

In addition to your participation in the Round Robin panel presentations you will be asked to respond to specific questions that will demonstrate your understanding of how the various branches of government and the electorate have impacted the evolution of public school education in the U.S. Attached to this syllabus you will find three grading rubrics, one for your case story, one for your presentation and one for your analysis. Each of the three sections of this assignment will be evaluated on clarity, comprehensive case analysis, review of historical context, precedent cases that impacted your case, and your writing as noted in the rubric. You will need to include in both the case/story and Round Robin panel presentation a: (1) a description of the issue and legal question, (2) a short description of the historical context, (3) important precedent cases, (4) a short analysis of the significance of the case as it relates to today's schools, (5) a reflection that includes your opinion of the court's decision, the government's laws, and/or the electorate's vote, and (6) appropriate references (analysis paper only).

It is important that your Cases Analysis paper and Round Robin presentation go beyond the descriptive (who, what, when, where). A portion of your grade will be based on the depth of your analysis. Review each of the items above before proceeding with your paper and presentation. The reader is interested in knowing why and how what you discuss is significant/relevant to you in the role of "teacher".

Your Round Robin presentation will be limited to 1 hr. and 15 minutes. Additional time will be allowed for questions and discussion after your presentation. **Use a variety of teaching strategies including visual, aural, and tactile approaches to the content. Teaching aids and technology are encouraged,** however, you will need to let the professor know two weeks prior to your presentation if you need equipment that has to be ordered from IT. Please provide each student and the professor with copies of the relevant graphics/visual organizers. **Presentations : 3/9 and 3/16/09**

Each member of the committee will be responsible for preparing a Cases Analysis paper that responds to specific questions - see attached questions.

**(TPE's and Program Standards 4, 5, 9, 9f, 11, 15 and 9, 9c, 9f) Papers Due: 4/6/09**

To help you prepare for both the Round Robin presentation and analysis paper, you will be asked to write the story of your case and prepare a copy for each member of the class. Each team will prepare a packet of their cases in chronological order that will be distributed to the class on 3/2/09. Try to keep it to one page maximum per case. If you do not have a case but rather have been assigned to research an act or law, you will need to simply give your team members an overview of the act/law. You will have time in class to discuss your cases and ask questions of one another during and after the Round Robin presentations. **Due: 3/2/09**

6. **Visit the Museum of Tolerance and Write a Reflection Paper (20 points) 3-5 Pages.** We will visit the Museum of Tolerance during the semester. The Museum charges \$10.00 per person. Your professor will collect your money in class on Mon. February 16<sup>th</sup> so as to reserve our date and time. Your money is collected in class because the Museum requires that we have only one check for all participants and that check is written by your professor.

We are scheduled for Monday April 20<sup>th</sup> at 12:30 p.m., Tuesday April 21<sup>st</sup> at 1:40 p.m. or Friday April 24<sup>th</sup> at 12 noon. The cost will be \$10.00. **YOU MAY INVITE A GUEST** however each tour group will be limited to 25. The tour lasts 3 hours so we should be finished by 3:30 p.m., 4:40 p.m., and 3:00 p.m. respectively. You will want to plan accordingly for this change in the regular class schedule. We will not meet during our regular scheduled time this week. Please note again, that this tour lasts a **minimum of three (3) hours**. The travel time can vary from one hour and fifteen minutes to two hours depending on traffic. Directions will be given in class. Parking is free but your car will be inspected for weapons, including the trunk. You will be asked to go through a metal detector similar to those found in airports thus it is advisable not to wear jewelry or items of clothing that may cause the alarm to ring. Wear comfortable shoes as seating is minimal and the floors are cement. Consider leaving your purse locked in the trunk of your car or wearing a “fanny pack” because your purse will become uncomfortable if you have to carry it for three hours.

The purpose of this assignment is to provide you with real life examples of “man’s inhumanity to man” that continue to this day. You will have the opportunity to reflect on ways in which you can be vigilant against seemingly unimportant acts against fellow human beings. It is anticipated this experience will impact your thinking about your role in teaching young minds.

You will be asked to write a reflection paper describing what you learned and how you felt about the experience. **(Program Standards 5b, 5c, 5f)**

**Due: Paper Due: 4/27/09**

**NOTE:** For all papers turned into the professor, please make a copy for yourself!

## EDUC 512 TENTATIVE COURSE AND ASSIGNMENT SCHEDULE

Spring 2009 (Monday)

WEEK/DATE	TOPIC/GUIDING QUESTIONS	Reading Due	Assignment Due
January 19 Week 1	NO CLASS – MARTIN LUTHER KING DAY		

January 26 Week 2	Class Introductions  Syllabus Overview  Discuss next week's assignments  Community groups assigned		
February 2 Week 3	Complete "My Final Answer" (MFA) worksheet (first section only before class)with team in class– Gollnick Chap. 1  Complete MFA (Same a Gollnick) after reading Nieto – Chap. 5  Community – Meet as time permits	<b><u>Multicultural Education – Gollnick</u></b> Chap. 1  <b><u>Affirming Diversity</u></b> <b><u>Culture, Identity &amp; Learning</u></b> - Nieto Chap. 5	Personal Cultural Story 15 Pts  MFA - Gollnick – Chap 1 and  MFA – Nieto – Chap 5
February 9 Week 4	Library – Introduction to citation form and law cases  Legal cases assigned  MFA - Nieto – Chap. 3  MFA – Gollnick – Chap 3  Community Group Meetings in class – as time permits	<b><u>Affirming Diversity</u></b> <b><i>Nieto Chap 3</i></b>  <b><u>Multicultural Education</u></b> - Gollnick Chap. 3	MFA – Nieto – Chap. 3  MFA – Gollnick Chap 3
February 16 Week 5	Community (Anthropological) group presentations 1& 2  MFA – Spring – Chap.		Anthropological Depiction of Community Presentations 20 Pts.  Collect \$10.00 for MOT - Correct Change please
February 23 Week 6	Community (Anthropological) group presentations 3 & 4  MFA Spring - Chap 2	<b><u>Deculturalization</u></b> Spring - Chap. 1	Anthropological Depiction of Community Presentations 20 Pts.



			MFA – Spring – Chap. 1
March 2 Week 7	Community (Anthropological) group presentations 5 & 6  Legal groups assemble packets and distribute to classmates	<u><b>Deculturalization</b></u> Spring – Chap. 2	Anthropological Depiction of Community Presentations 20 Pts  Legal Packets Due 15 Pts.
March 9 Week 8	MFA – Spring – Chap 3  Legal Group “Round Robin” – Church and State and Discrimination and Free Speech <b>Time limit/group 1 hr. 15 min</b>	<u>Deculturalization</u> Spring - Chap. 3	MFA – Spring – Chap 3  “Round Robin” discussions – 15 pts.
March 16 Week 9	Legal Group Round Robin – Integration and Bilingual <b>Time limit per group 1hr 15 min</b>		“Round Robin” discussions – 15 pts.
March 23 Week 10	NO CLASS - SPRING BREAK		
March 30 Week 11	NO CLASS – UNIVERSITY		
April 6 Week 12	MFA – Spring – Chap, 5  <i>The Lemon Grove Incident</i> – Video	<u><b>Deculturalization</b></u> Spring – Chap 5	Legal Case Analysis Due 30 Pts.  MFA – Spring – Chap. 5
April 13 Week 13	MFA - Spring – Chap 4  Film – <i>Paperclips</i> – Holocaust Remembrance – Children	<u>Deculturalization</u> Spring – Chap 4	MFA – Spring – Chap. 4  Book Review Due 15 Pts.
April 20 Week 14 ** Mon. April 20 <sup>th</sup> , Tues. April 21 <sup>st</sup> or Fri. April 24 <sup>th</sup>	MOT – Questions to ask yourself and be responsive to in your MOT reflection What is happening today? Is there any relationship to what happened yesterday? What is my responsibility?		Mon. 12:30-3:30 Tues 1:40-4:40 Fri 12:00 – 3:00

April 27 Week 15	MFA – Spring – Chap. 6  MOT Debriefing  Book Review Sharing	<u><b>Deculturation</b></u> Spring – Chap. 6	MFA – Spring – Chap. 6  MOT Reflection Papers due – 20 Pts.
May 4 Week 15	Video – <i>Teach</i>		

## QUESTIONS FOR LEGAL CASES ANALYSIS

Prepare a timeline of the cases.

Analyze the cases presented in class that were related to Church and State by identifying two (2) major areas the courts have changed their position over the years and how those changes have impacted public education.

Analyze the cases presented in class that were related to Integration by identifying two (2) major areas the courts have changed their position over the years and how those changes have impacted public education

Analyze the cases and laws presented in class that were related to Bilingual Education by identifying two (2) major political changes over the years and explain how those changes have impacted public education.

Analyze the cases presented in class that were related to Discrimination by identifying two (2) major areas the courts have changed their position over the years and how those changes impacted public education.

REFLECTION – You have studied several cases and themes designed to increase your knowledge of the history of the legal and political involvement in public education (a topic not mentioned in the U.S. Constitution). How do you believe these entities have changed – positively or negatively – the role of public education in America? How will this affect your role as a public school teacher?

**Your answers will need to be concise, specific, and well organized because you have a limit of six (6) pages for this assignment.**

## LEGAL CASE STORY RUBRIC

<b>On Target – Content 10-8</b>	<b>Close to Target 7-6</b>	<b>Missed the Target 5-0</b>
Clearly explained the story/ issue of the case	Partially explained the story/issue	Explanation of the story/issue not clear or missing
Described the historical context	Partially described the historical context	No historical context
<b>On Target – Written Quality 5-4</b>	<b>Close to Target 3-2</b>	<b>Missed the Target 1-0</b>
Paper used proper grammar	Paper contained several grammatical errors	Paper had numerous grammatical errors
Paper contained all citations appropriately formatted	Paper contained most citations and/or had some format errors	Paper missing citations or had numerous citation errors
Paper contained bibliography appropriately formatted	Paper bibliography incomplete or incorrectly formatted	Paper missing bibliography
Content was organized	Content somewhat disorganized	Content disorganized and difficult to understand
Paper clearly responded to the content sections of the rubric	Paper somewhat responded to content sections of the rubric	Paper did not respond to items in content section of the rubric
Paper followed established format – see syllabus	Paper had some format errors – see syllabus	Paper had numerous format errors – see syllabus

### **ROUND ROBIN PRESENTATION RUBRIC- LEGAL CASE**

<p><b>On Target 10-9</b></p> <p>Clearly explained issue Described historical context including precedent cases Clarified the principle that became the legal question Explained relationship to today's schools  Took a position and defended it</p>	<p><b>Close but not there 8-7</b></p> <p>Issue partially described Historical context and precedent cases limited Partially explained the principle that became the legal question Relationship to today's school somewhat explained Position and defense limited</p>	<p><b>Missed the target 6-0</b></p> <p>Issue poorly described No background history and precedent cases No explanation of principle that became the legal question Relationship to today's schools not addressed No position or defense</p>
<p><b>On Target 10-9</b></p> <p>Presentation Included: Good posture Good eye contact Knew material w/o reading Speech tempo good for listener Enunciation good Good voice projection Appropriate grammar Did not use "ok", "umm", or "uh" as a speech hyphenation</p>	<p><b>Close but not there 8-7</b></p> <p>Presentation Included: Posture was inconsistent Eye contact was inconsistent Knew material but read a good portion of the presentation Speech tempo was too fast Or too slow for listener at times Enunciation - difficult to understand Difficult to hear at times Some grammatical mistakes Frequently used "ok", "ok", "umm", or "uh" etc. as a speech hyphenation</p>	<p><b>Missed the target 6-0</b></p> <p>Presentation Included: Poor posture Poor eye contact Read report Speech tempo too fast or too slow for listener Enunciation poor Very difficult to hear Numerous grammatical errors Excessive use of "ok", "umm" or "uh"</p>
<p><b>On Target 10-9</b></p> <p>Supporting Material: Technology - Supported and enhanced presentation Handouts - help audience understand presentation Visuals – non – technological Motivational tools Supported, clarified, and grabbed listeners attention</p>	<p><b>Close but not there 8-7</b></p> <p>Supporting Material: Technology - Present but not an enhancement to presentation Handouts did not clarify presentation Visuals – did not clarify presentation Motivational tools did little to grab the listeners attention</p>	<p><b>Missed the target 6-0</b></p> <p>Supporting Material: No technology used No handouts No non-technological visuals No motivational tools</p>

**CASES ANALYSIS - LEGAL PAPER**  
**GRADING RUBRIC**

<b>On Target Analysis 20-18</b>	<b>Close But Not There 17-15</b>	<b>Missed The Target 14-0</b>
<p>Used two (2) areas per topic, clearly analyzed the impact of the courts/laws/electorate on public education</p> <p>Clearly reflected on what the major impact of the courts/laws/electorate has been on public education and how it will influence your role as a classroom teacher</p>	<p>Used two (2) areas for most topics to analyze the impact of the courts/laws/electorate on public education.</p> <p>Reflected somewhat on the impact of the courts/laws/electorate on public education and how it will influence your role as a classroom teacher</p>	<p>Did not use two (2) areas per topic or did not analyze the impact of the courts/laws/electorate on public education</p> <p>None, limited, or unclear reflection</p>
<b>On Target Written Quality 5-4</b>	<b>Close But Not There 3-2</b>	<b>Missed The Target 1-0</b>
<p>Paper used appropriate grammar</p> <p>Paper contained all citations</p> <p>Paper contained appropriate citations and format</p> <p>Paper contained complete bibliography appropriately formatted</p> <p>Content was organized</p> <p>Paper clearly responded to the content sections of the rubric</p> <p>Paper follows established format – see syllabus</p>	<p>Paper contains several grammatical errors</p> <p>Paper missing some citations</p> <p>Paper contained citations but had some format errors</p> <p>Paper bibliography incomplete or incorrectly formatted</p> <p>Content somewhat disorganized</p> <p>Paper somewhat responded to content sections of the rubric</p> <p>Paper had format errors - syllabus</p>	<p>Paper had numerous grammatical errors</p> <p>Paper missing all citations</p> <p>Paper had numerous citation formatting errors</p> <p>Paper missing bibliography</p> <p>Content disorganized - difficult to understand</p> <p>Paper did not respond to items in content section of rubric</p> <p>Paper had numerous formatting errors -syllabus</p>

## **MY FINAL ANSWER**

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Textbook Title \_\_\_\_\_ Chap \_\_\_\_\_

Question: What were the highlights of the chapter?

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**I Read:** (Complete this section prior to class - typed – single space accepted)

**We Pair:**

**Others Say:**

**I/We Conclude:**

**Reflection:** What effect did thinking and writing about what you had read, talking with your team and participating in a class discussion have on your perspective?

## **BOOK REVIEW RUBRIC**

<b>BOOK REPORT CONTENT</b>		
<b>Exemplary 15-13</b>	<b>Satisfactory 12-10</b>	<b>Unsatisfactory 9-0</b>
Depth of thought is abundant. Student has clearly understood and reflected on the author's purpose and message in the book	Depth of review is evident. Student has clearly worked to understand the author's purpose in writing the book	Review is limited with little evidence student understood the author's purpose in writing the book.
Student 's paper demonstrates an understanding of the author's purpose and has reflected on what and how the ideas presented can be incorporated into their teaching practice.	Student has commented on what s/he learned after reading the book and how they can incorporate that learning into their teaching practice	Student's paper demonstrates little understanding of the Author's purpose and little, if any, reflection on how the ideas can be incorporated into their teaching practice.
Student has provided plentiful examples and reflection showing a link has been made that has changed their learning and demonstrates comprehension of the content	Student has provided some supporting examples and/or some reflection about the book that demonstrates comprehension of the content	Student has provided few, if any, examples that demonstrate comprehension of the content
<b>MECHANICS</b>		
Compelling narrative, description, explanation and/or argument	Clear narrative explanation and/or argument	Difficult to read and/or understand
Sentences vary in structure, ideas are clear and cogent and transitions help the paper flow	Organization is sensible and syntax appropriate	Ideas are disorganized and paragraphs/sentences tent to want or lack connections
Clearly proofread and revised before submission and is error free	Few errors in spelling, grammar, capitalization, and punctuation	Little and/or no evidence of proofreading with frequent errors in mechanics
Adheres to formatting and length requirements – see syllabus	Meets expectations in terms of length and formatting requirements with few errors - see syllabus	Does not meet formatting and length expectations – see syllabus

**EDUC 520: Observing and Guiding Behavior in Multilingual/Multicultural  
and Inclusive Classrooms**

**Includes information and Assignments for EDUC 521**

**Spring 2009**

**TEACHER CREDENTIAL PROGRAM**

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

<b>Professor</b>	<b>Mona Thompson, Ph.D.</b>
<b>Telephone</b>	<b>805-437-8977</b>
<b>Office</b>	<b>Bell Tower BTE 2778</b>
<b>Email</b>	<b><u>mona.thompson@csuci.edu</u> or <u>al.mo@roadrunner.com</u></b>
<b>Fax</b>	<b>805-437-8864</b>
<b>Office Hours</b>	<b>Monday 7:30 – 8 a.m., 11:20 a.m. – 12:00 p.m., and 6-7 p.m., Tues. 7:30 – 8:00, and 11:20 – 12:00 or by appointment</b>

**Class Meeting Time: Monday Noon – 2:50**

**Meeting Dates: 1/26, 2/2, 2/9, 2/16, 2/23, 3/2, 3/9, 3/16, 4/6, 4/13 (no observation), 4/20,4/27,  
5/4**

**Location: Bell Tower 2716 and Dos Caminos Elementary School**

**\*\*Students should be concurrently enrolled in either EDUC 521 or EDMS 562**

*COURSE DESCRIPTION:* Throughout this course students observe elementary students' behavior in multilingual/multicultural and inclusive classrooms. You will learn about and implement assessment principles and tools; learn how to guide young peoples' social behavior; and communicate with families. You will learn how to organize a lesson and be asked to write a lesson plan that will introduce behavior expectations in the classroom. It is understood that most of you have little or no experience in writing lesson plans. The formal structure of lesson planning is taught in EDUC 510 but you will be asked to think through the process of introducing your students to your classroom rules/procedure expectations in an organized and sequential format.

**STUDENT LEARNING OUTCOMES**

*Students completing this course will be able to:*

1. Describe the difference between assessment and evaluation (TPE 2, TPE 3)
2. Describe the advantages and disadvantages of using a variety of assessments and assessment tools for evaluating student learning and student behavior (TPE 2, TPE 3)
3. Select, construct, and use a variety of assessment strategies (TPE 2, TPE 3)
4. Observe, record, and assess the learning and behavior of elementary school students as individuals in small and large groups. (TPE 2, TP



5. Identify and implement appropriate classroom management strategies to promote a developmentally appropriate and culturally relevant positive learning environment (TPE 5; TPE 10, TPE 11)
6. Identify and use appropriate strategies to build relationships with students and their families (TPE 11)
7. Use reflection as a tool for professional growth (TPE 13)

**REQUIRED TEXT:**

Carol Simon Weinstein *Elementary Classroom Management* second edition.  
(ISBN: 0-07-232270-5)

Assigned readings on e-Reserves and handouts

## **COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN**

The Teacher Education Program faculty are committed to infusing language, culture, special education/exceptionality, technology, and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. The competencies for this course are included in the syllabus.

*ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING*

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

**This course addresses the following standards per the California Commission on Teacher Credentialing:**

**Program Standard 3: Relationships Between Theory and Practice**

3(a) In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.

3(b) Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes, and achievements.

3(c) Coursework and fieldwork that address curriculum, instruction, and assessment explicitly articulate and consistently draw on basic educational principles that underlie effective professional practice.

**Program Standard 4: Pedagogical Thought and Reflective Practice**

4(b) In the program, each candidate reads, analyzes, discusses, and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.

**Program Standard 5: Equity, Diversity and Access to the Core Curriculum for All Children**

5(a) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

5(b) The program design includes study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California society, and examination of effective ways to include cultural traditions, community values, and resources in the instructional program of a classroom.

5(c) The program develops each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students.

5(d) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments.

5(e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

5(f) The program provides each candidate with the capacity to recognize students' specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

**Program Standard 6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas:**

6(a) The program provides a systematic, comprehensive curriculum that offers each candidate multiple opportunities to learn, practice, and reflect on each Teaching Performance Expectation (TPE) and to understand important connections and practical relationships among the elements of coherent professional practice.

6(b) During the program's coursework and fieldwork, each candidate's assignments and tasks include well-designed formative assessments that resemble the pedagogical assessment tasks in the embedded teaching performance assessment (TPA). Each candidate is provided informative, helpful feedback regarding their progress toward meeting the TPE's and this feedback contributes to each candidate's preparation for the performance assessment.

6(c) In the program, formative and summative assessment tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing coursework and field experiences.

**Program Standard 9: Using Technology in the Classroom**

9(a) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.

9(c) Each candidate is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

9(d) Each candidate uses computer applications to manage records and to communicate through printed media.

9(e) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative technologies.

9(i) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

**Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning**

10(a) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities, with emphasis on: (i) knowledge of major laws and principles that address student rights and parent rights pertaining to student placements; (ii) the effects of family involvement on teaching, learning and academic achievement; (iii) knowledge of and respect for diverse

family structures, community cultures, and child rearing practices; (iv) effective communication with all families; and (v) the variety of support and resource roles that families may assume within and outside the school.

10(b) Through planned prerequisite and/or professional preparation, each candidate studies, learns, and begins to apply major concepts, principles, and values necessary to create and sustain a just, democratic society and applies them in school and classroom settings.

10© Through planned prerequisite and/or professional preparation, each candidate studies and learns major laws, concepts and principles related to student health and safety and begins to apply concepts and strategies that foster student health and contribute to a healthy environment for learning, with emphasis on: (i) the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety; (ii) common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school; (iii) effective strategies for encouraging the healthy nutrition of children and youth; and (iv) knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

10 (d) Through planned prerequisite and/or professional preparation, candidates begin to learn to anticipate, recognize, and defuse situations that may lead to student conflict or violence. Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention and conflict management and resolution in ways that contribute to respectful, effective learning environments.

10(e) Through planned prerequisite and/or professional preparation, candidates learn about the range of social, health, educational, and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence.

#### **Program Standard 11: Preparation to Use Educational Ideas and Research**

11(a) Child and Adolescent Development. Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories, and research related to the cognitive, linguistic, social, emotional, and physical development of children and adolescents. In the program, each candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.

#### **Program Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession:**

12(a) Through planned prerequisite and/or professional preparation, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.

12(e) Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social, and emotional development of children and youth, while emphasizing the teacher's unique role in advancing each student's academic achievements. Program Standard 13: Preparation to Teach English Learners

13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first and second languages, classroom organization, and participation by specialist and paraprofessionals.

13(h) The program is designed to provide opportunities for candidates to learn and understand the importance of students' family and cultural backgrounds and experiences.

#### **Standard 14: Preparation to Teach Special Populations in the General Education Classroom**

14(d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and

differentiated teaching strategies to meet the needs of special populations in the general education classroom.

14(f) Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

*The following Teacher Performance Expectations  
will be addressed in EDUC 520:*

TPE 2: Monitoring Student Learning During Instruction  
TPE 3: Interpretation and Use of Assessments  
TPE 5: Student Engagement  
TPE 10: Instructional Time  
TPE 11: Social Environment  
TPE 13: Professional Growth

### *University Mission Statement*

*Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.*

## **COURSE POLICIES**

### **1. PROFESSIONALISM**

#### **Attendance and participation requirements:**

As a future educator, you need to begin to develop a professional attitude toward all aspects of teaching, including your teacher education courses. Therefore, you will be **expected to attend all class sessions**--arriving on time and staying until the class is dismissed by the professor, not the clock. Any combination of two tardies or early departures will count as an absence. If early departure is more than 15 minutes it will count as an absence. We will be engaging in discussions and activities in class that cannot be "made-up" outside of class. **Class begins promptly at Noon**

Participants are expected to be prepared for each session and to **PARTICIPATE ACTIVELY**. **One** point will be awarded for **exceptional** class participation each day. Participation requires you to verbally share ideas with your classmates. Participation points will not be given for simply being in class. One point will be earned for attendance each day. **NO POINTS** will be awarded if you are tardy or absent.

Interns/students who chose to grade papers during class will receive no points for either attendance or participation that day. Students who chose to work on something other than what is being addressed in class will not receive attendance or participation points for that class session. **Students are not to use computers in class** unless specifically asked to do so. Participation and attendance points will not be awarded that day for students choosing to do otherwise.

We do not have provisions for childcare in EDUC 520 or EDUC 521. Should you have an emergency, please contact Professor Thompson prior to class to discuss the issue.

Cell phones are to be turned off during class. Text messaging is **not** considered a class activity. Attendance and participation points will not be given to students choosing to text message during class.

## 2) **ACADEMIC HONESTY AND INTEGRITY:**

Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of “F” for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an “F” for the course. Therefore, submit your own work and cite your sources when referencing the work of others. Please see me if you have questions or concerns. Correct citation format can be found in the Fifth Edition of Publication Manual of the American Psychological Association.

## 3) **LATE WORK**

All assignments are to be submitted in class on the specified due date. All work turned in on the due date electronically by either email or fax (805-437-3298) will also receive consideration for full credit, however, **for purposes of grading, the instructor requires a hard copy of all assignments.**

Any assignment turned in past the due date must be **dated, time stamped, and initialed** by any Faculty Support personnel and **placed in my mailbox** in the Bell Tower East on the second floor. **DO NOT ASK TO HAVE YOUR PAPER PUT IN MY OFFICE!!**

Late work will receive consideration for partial credit with the minimum of a 15% reduction in grade. **Late Work Will Only Be Accepted For a Period of One Week Past The Original Due Date!** If you are asked to rewrite a paper please include the original with the rewrite so the professor is able to see if the needed corrections were made. Late papers will be graded after all other papers turned in on time have been graded and recorded. This often means late papers will be returned several weeks after they are turned into the professor.

Written documentation will be required should you have an unexpected medical condition or family emergency. Consideration will be given to late work received with appropriate documentation.

The last day any papers will be accepted for the semester is April 27, 2009.

## 4) **GRADING POLICY:**

The University grading policy will be observed in this class as shown below.

A = 95 - 100	C = 73 - 76
A- = 90 - 94	C- = 70 - 72

B+ = 87 - 89	D+ = 67 - 69
B = 83 - 86	D = 63 - 66
B- = 80 - 82	D- = 60 - 62
C+ = 77 - 79	F = 59 or lower

## 5) PAPER ORGANIZATION

All assignments must be typed (**12 point font**), **double-spaced**, and have 1” margins to receive consideration for full credit. Any paper single spaced (with the exception of “MFA” assignments) will be returned to the author without a grade. When the paper is returned to the professor, 15% will be deducted for a late paper. **Use one side of the paper only.**

All referenced works must be cited using APA format. If you are not familiar with this citation format please contact the Library or Writing Center for help. You may wish to consider purchasing a copy of the Fifth Edition of Publication Manual of the American Psychological Association. The ISBN is 1-55798-790-4.

Both content and **mechanics** of written work are extremely important and will be a major consideration when grading written assignments. It is expected that all assignments will reflect university **graduate** level composition and exposition. Use of electronic spelling and grammar check is encouraged. Dictionaries also help with spelling and appropriate word usage. The Writing Center is available to help you with the written structure, not content, of your paper.

## 6. STUDENTS WITH SPECIAL NEEDS

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

## 7. CLASS ASSUMPTIONS

\*\*\*The process of learning is an on-going process for all involved in this class and requires constant critique, reflection, and action.

\*\*\*Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns. They also rely on one another’s strengths and resources rather than either addressing problems individually or depending totally on outside experts to solve them.

\*\*\* Content in this process is emergent. Students have to be involved not only in determining content but also in explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The “bank” from which content is drawn is the social reality of students’ lives and experiences in conjunction with expert opinion, research, and practice. It may range from the very immediate context of the classroom itself, of family, and community context, and/or to broader political issues.

\*\*\*Progress is seen to be cumulative and cyclical rather than occurring in discrete, linear steps.

*COURSE ASSIGNMENTS*

<i>ASSIGNMENT</i>	<i>POINTS</i>	<i>WEEK DUE</i>
<i>Rules (see rubric) Test – Data Tools</i>	<i>15 pts</i>	<i>Week 4 February 9</i>
<i>Procedures (see rubric)</i>	<i>10 pts ea./40 total</i>	<i>Week 4 February 9</i>
<i>Interventions (see rubric)</i>	<i>10 pts ea.</i>	<i>Week 5 February 16</i>
<i>Lesson Plan (see rubric)</i>	<i>10 pts ea.</i>	<i>Week 6 February 23</i>
<i>Family Communications rubric)</i>	<i>10 pts ea.</i>	<i>Week 7 March 2</i>
<i>“I Believe” (Philosophy) (see rubric)</i>	<i>10 pts ea.</i>	<i>Week 7 March 2</i>
<i>Narrative, Anecdotal, Frequency Count and Checklist Data Templates</i>	<i>10 pts ea./40 total</i>	<i>Week 8 March 9</i>
<i>Management Plan (see rubric)</i>	<i>10 pts ea.</i>	<i>Week 9 March 16 Combines all rubric items + Organization (10 pts)</i>
<i>Classroom Arrangement</i>	<i>30 pts</i>	<i>Week 11 April 6</i>
<i>Site Presentations</i>	<i>10 pts</i>	<i>Week 12 April 13</i>
<i>Student Observation</i>	<i>30 pts</i>	<i>Week 14 April 27</i>
<i>“My Final Answer”</i>	<i>5 pts ea./50 total</i>	<i>See reading assignments</i>
<i>Class Attendance and Participation</i>	<i>13 pts ea. (1 pt per each week)</i>	<i>Weekly</i>

NO PAPERS WILL NOT BE ACCEPTED AFTER APRIL 27, 2009.

Total Points for the semester may vary due to the number of MFA papers

<b>Spring 2009</b>	<b>TENTATIVE SCHEDULE</b>	<b>EDUC 520</b>	
<b>WEEK/DATE</b>	<b>TOPIC</b>	<b>Reading Due</b>	<b>Assignment Due</b>
Week 1 January 19	<b>NO CLASS – MARTIN LUTHER KING DAY</b>		
Week 2  January 26	<p>Introductions</p> <p>Purpose of the class</p> <p>Syllabus review and discussion</p> <p>Correlation of 520 &amp; 521 (Lab)</p> <p>Discuss assigned readings and Process for completing MFA</p> <p>Write your “I Believe” statement – Save your notes</p> <p>Class Activity – Narrative - Save your notes</p>		
Week 3  February 2	<p>“My Final Answer” Weinstein Chap. 4</p> <p>MFA – Rick Smith – <u>Conscious Classroom Management</u> - Chap. 8 &amp; 12 (see chapters on Blackboard eReserves)</p> <p>What is the difference between a rule and a procedure?</p> <p>Write classroom rules – small group. Use both the text and examples you’ll bring from the class in which you are observing</p> <p>Write classroom procedures – small group. Use both the text and examples you have observed and discussed with your CT</p>	<p>Weinstein Chap. 4</p> <p>Smith Chaps. 8 &amp; 12 Bring a list of the classroom rules from your CT’s class</p>	<p>MFA – Weinstein Chap. 4 Use template provided on Blackboard and/or at the back of the syllabus. Complete the first section prior to class (type). The question is “What are the highlights of the chapter”?</p> <p>MFA – Smith Chaps. 8 &amp; 12 (2 different MFAs)</p> <p>Identify student to observe with CT</p>



<p>Week 4 February 9</p>	<p>What are interventions and or Consequences? Why do we have them?</p> <p>Full group discussion and writing of appropriate interventions. Bring ideas from your CT</p> <p>Review the purpose of each of the data tools</p> <p><b>TEST – Bensen</b></p> <p>521 discuss/share “why you chose your student” - 2 minutes only – as time permits</p>	<p>Benson Introduction, Narrative, Anecdotal Record, Frequency Count and Checklist</p>	<p><i>Rules – Mgt Plan</i></p> <p><i>Procedures – Mgt. Plan</i></p> <p><b>Test - Bensen</b></p>
<p>Week 5 February 16</p> <p><b>No 521 OBV President’s Day</b></p>	<p>Learn how to write the Data Tool Templates – individual/small group/ Full group activity writing Frequency Count and Checklist Templates</p> <p>Plan a lesson for the first day of School.</p>		<p><i>Interventions – Mgt Plan</i></p>
<p>Week 6 February 23</p>	<p>MFA Weinstein – Chap 5 - Discuss working with families. Ask your CT what their biggest challenge is working with families. Bring examples from sources such as your CT, teacher friends, online.....</p> <p>Review and begin rewrite of your “I Believe” statement from Week #1</p> <p>521 Prompt #1 Due</p>	<p>Winstein – Chap 5</p>	<p>MFA – Weinstein Chap. 5</p> <p><i>Lesson Plan – Mgt Plan</i></p> <p><b>521 Prompt #1 Due</b></p> <p>-</p>
<p>Week 7 March 2</p>	<p>Write a Frequency Count – small group activity</p> <p>Write a Checklist – small group activity</p>		<p><i>Family Communication – Mgt. Plan</i></p> <p><i>I Believe Statement Mgt. Plan</i></p>

Week 8 March 9	<p>MFA Weinstein - Chap 2 – Physical environment of your classroom</p> <p>Discuss options to consider when arranging your classroom</p> <p>Begin Classroom Arrangement assignment – teams</p> <p><b>521 Prompt #2 Due</b></p> <p><b>Minimum Day 521 – Dos Caminos Parent Conference</b></p>	Weinstein - Chap 2	<p>MFA - Weinstein – Ch 2</p> <p><b>521 Prompt #2 Due</b></p> <p>Data Tool Templates Due</p>
Week 9 March 16	<p>Data Tools - Entering the data, interpreting the data, and reflection piece for Student Observation Assignment</p> <p>Observe your 521 student today and make notes</p> <p>Write an anecdotal record in class – share</p> <p>Discuss/share your 521 student observation case – small group</p>		<i>Management Plan Due</i>
March 23	<b>NO CLASS – SPRING BREAK</b>		
Week 10 March 30	<b>NO CLASS - UNIVERSITY</b>		
Week 11 April 6	<p>MFA – Weinstein – Chap. 8</p> <p>Discuss 521 Observations – final Questions. Discuss possible interventions you might use with this student in your own classroom</p> <p>VIDEO TBA or “catch-up” day</p> <p><b>FYI - Week of April 6th Minimum Day Week at Dos Caminos for Parent Conferences</b></p>	Weinstein Chap 8	<p>MFA – Weinstein Chap. 8</p> <p>Classroom Arrangement Due</p>
Week 12 April 13	<p>MFA – Weinstein Chap 7</p> <p>Site Presentations</p> <p>521 Prompt 3 Due</p>	Weinstein Chap. 7	<p>521 Prompt 3 Due</p> <p>Site Presentations</p>

	<b>NO 521 OBSERVATIONS – DISTRICT SPRING BREAK</b>		<b>521 Prompt #3 Due</b>
Week 13  April 20	<p>MFA – Weinstein – Chap. 9</p> <p>Data Tools – Entering the data, interpreting the data, and reflection piece for Student – Review Benson readings and Test</p> <p>Observation Assignment – final questions</p> <p>Safety in the school and in your your classroom</p>	Review Benson readings and test	MFA – Weinstein Chap. 9
Week 14  April 27	<p>MFA - Weinstein Chap. 11</p> <p>Site Presentations – Teams</p> <p>521 Prompt #4 Due</p>	Weinstein – Chap 11	<p>Student Observations Due</p> <p>MFA – Weinstein Chap. 11</p> <p><b>521 Prompt #4 Due</b></p>
Week 15  May 4	<p><i>Good Morning Miss Toliver</i> – Video</p> <p>Make-up as needed</p> <p>Last day to turn in timesheets to Jacki Gilmore.</p> <p>I will collect your evaluations from your CT</p> <p><b>FYI - Begin Star Testing – Dos Caminos</b></p>		

## **ASSIGNMENTS EDUC 520 - SPRING 09**

As a student in EDUC 520, you should also be concurrently enrolled in EDUC 521 or EDMS 562. You will be required to have a minimum of 14 observations during the semester.

### **RULES**

During this semester you will be asked to prepare a management plan. The components of this plan will “set the stage” for your first teaching experience by giving you a set of strategies you can implement in the classroom. One area of classroom management is the establishment of rules that are designed to inform your students of your expectations of them during their time in your classroom. In this assignment you need to prepare the set of rules you will use in your classroom with a **rational/justification for each rule** that you will be able to share with both your students and their families. A **reflection** describing your reasons for selecting the rules you anticipate implementing in your own classroom should be included in your paper (see rubric).

**DUE: 2/9/09**

### **PROCEDURES**

Another component of a good management plan is to anticipate the procedures you will use to make your classroom function more smoothly. Once you have made your decision regarding the kinds of procedures that will make you a more efficient teacher and help your students spend maximum time on task, you will need to have a **rational/justification for the choices you’ve made**. A **reflection** describing your reasons for selecting these procedures will also need to be included in your paper (see rubric). **DUE: 2/9/09**

### **INTERVENTIONS/CONSEQUENCES**

When planning rules and procedures for your classroom you will need to design a sequence of interventions that you will communicate to your students. Students need to be aware of and assured that your interventions will be implemented should they choose to violate or ignore the established rules and procedures in your classroom. In this section of your management plan you need to provide (1) a **rationale/justification for your interventions**, (2) the sequence you have selected for implementation of each intervention, and (3) a description of the method you plan to use to communicate this information to both your students and their families. Remember interventions include **rewards** for appropriate behavior. Include a **reflection** explaining why you chose to use these specific interventions (see rubric). **DUE: 2/16/09**

### **LESSON PLAN**

Using a modified CSUCI lesson plan format, prepare a lesson for the first day of class that addresses the rules you will need to communicate to your students so they are aware of your behavior expectations for the academic term. Remember to have an assessment for each of your objectives (this will be explained in class). When preparing your instruction you will need to

**script** the actual lesson including anticipated responses from your students. This process will help you organize your thoughts and possible student reactions to what you have said.

You will find that this assignment can be made easier if you will discuss it with your cooperating teacher. Remember that individual will be able to share first-hand experience/knowledge with you. Every year teachers begin the school year by communicating their expectations to their students and families and, through trial and error as well as theoretical application, they have learned what works and what does not work for them. The last step in this assignment is to prepare a **reflection** of what you gained/learned from the experience of writing the lesson plan (see rubric). **DUE: 2/23/09**

## **FAMILY COMMUNICATIONS**

Communication between the home and the school creates an opportunity for additional support of students' academic work. Prepare a **minimum** of three (3) different parent contact strategies. Remember the word "minimum" does not equate to a letter grade of "A". Provide a **rational/justification** for your selection of these strategies and provide examples of each. It is true you will often use telephone, fax, or email to contact a student's family (do not use more than one scripted example in your paper); in these instances, you will need to **prepare a script** with the information you wish to communicate during your conversation/fax/email. A script helps you organize your thoughts and keeps you "on track" so you don't forget or accidentally leave out information during your conversation/fax/email. Your communication samples should address both positive and negative aspects of your work with the child. Include a **reflection** explaining why you chose these means of communicating with families and how you anticipate these forms of communication will impact student behavior in your classroom (see rubric). **DUE: 3/2/09**

## **"I BELIEVE" - PHILOSOPHY**

Although this is the first section of your Management Plan, it is a section that should be prepared near the end of your experience in this class. By the end of the class you will have been exposed to numerous readings, class discussions, observations, and activities that should better prepare you to write your current philosophy - - *i.e.*, set of beliefs, about the way you want your classroom to "run". Development of one's philosophy is an ongoing lifelong reflective activity. With experience and exposure to different teaching settings each of us grows and modifies our set of beliefs, however, this assignment is the starting point where you will begin to develop and organize your evolving ideas. Your philosophy should look at your relationship with students, parents, and professional peers and it should include a component on your beliefs regarding student-to-student relationships. Your philosophy will also analyze your ideas/beliefs regarding the use of consequences/interventions both positive and negative. Support your philosophy with numerous examples (see rubric). **DUE: 3/2/09**

## DATA TOOLS

You will construct a total of four (4) data collection tools to use in assessing student behavior. The template is provided. You will need to write the observation items for both the Frequency and Checklist tools. You will use these tools to assess the behavior of the student you select for your November 24th assignment. **Due: 3/9/09**

## MANAGEMENT PLAN

Your final Management Plan will include the following sections:

- Philosophy
- Classroom Rules
- Classroom Procedures
- Interventions
- Lesson Plan for the first day of school
- Family communications (minimum of 3 examples including both positive and negative)
- Organized format (see rubric)

Please note that by this time you have completed each of the first 6 sections of your plan. If you received a “redo” on any one component throughout the semester, you have the option of redoing that component at this time. **TO RECEIVE AN IMPROVED GRADE ON ANY REDONE COMPONENT, YOU MUST INCLUDE THE ORIGINAL PAPER IN A SEPARATE SECTION WITHIN YOUR PLAN FOR PURPOSES OF ALLOWING THE READER TO NOTE THE CHANGES MADE. DUE: 3/16/08**

## CLASSROOM ARRANGEMENT

As a classroom teacher you will have to create a positive classroom environment for yourself and your students. Part of creating that teachable environment is arranging classroom furniture and making a seating chart. Your task will be to choose one classroom format, manipulate the furniture and assign the students from the materials provided. You will need to **justify your decisions regarding placement of the furniture and EACH student.** Reflect on the analysis experience you went through in making your seating arrangement and how this assignment might help you as you begin your own teaching career. **DUE: 4/6/09**

## SITE DESCRIPTION PRESENTATION

For this assignment you will work with a small group of 521 classmates who are doing their observation at the same school site as yourself. Groups will be organized after each of you has received your 521 assignment. As a group you will prepare and present to the class “something” that describes your school environment. The school environment includes, but is not limited to, your classroom, the physical plant, the organization of the various support staff and their location on campus or other areas of school activity such as the auditorium/all-purpose room, gym, eating area, playground, library, reading or computer lab/s, etc. Your presentation is not prescribed - - *i.e.*, you are not expected to follow any particular format in your presentation. As elementary

teachers you need to teach or provide information in a variety of ways so as to support students with different learning styles. Prepare your presentation keeping this in mind while employing your creative talents to keep your classmates (and of course, your professor) involved and interested in what it is that you have to share. **DUE: 4/13/09**

## **STUDENT OBSERVATIONS**

Select one student at your field/lab experience site (521/562). Systematically observe and document aspects of that student's behavior over a three-week period using the four data tools you have created. Be sure you are observing the behaviors you have predetermined in the four data tools you prepared in weeks 3 and 4. You should have selected the student with your cooperating teacher's input by **September 22<sup>nd</sup>** to enable you to select Frequency and Checklist items that are appropriate for the behavior exhibited by the selected student. You must have at least 2 data collection points per tool for your student. This equates to 8 observations of the student. You might want to use the following schedule: Begin your first observation Week 5 using two tools for the student. The second observation Week 6 use the last 2 tools you previously prepared on the student. Repeat the process for Weeks 7 & 8 and this should complete your data collection. Use the remaining weeks as "pick-up" to do an observation if the student was absent or to redo an observation with which you are not completely satisfied. This schedule will give you sufficient time to make needed changes and complete your paper.

For example, when you do the frequency count, you must have defined observable, measurable behaviors. You count those behaviors two times over a two to three-week period. You will then prepare a **graph** depicting those behaviors and write a paragraph interpreting the data you have collected. Remember that as an observer you first gather the data and record it on the data tools you prepared. Once you have recorded the collected data you will need to interpret that data for each observation (8). The last part of this assignment you will need to write a **reflection** about the process of data collection and your personal experience preparing this assignment. Include ideas on how you might use each of these data tools in your own classroom.

Paper organization:

Narrative #1

Narrative #2

Anecdotal Record # 1

Anecdotal Record #2

Frequency Count #1 (don't forget to include your graphs with your Frequency Counts)

Frequency Count #2

Checklist #1

Checklist #2

**DUE: 4/27/-9**

## **"MY FINAL ANSWER" (MFA) ACTIVITY**

Early in the semester you and three (3) classmates will team for the "My Final Answer" (MFA) activities. You will receive a prescribed format to use with each of these activities (see Blackboard). "My Final Answer" (MFA) is based on the assigned readings.

“My Final Answer” (MFA) is a form you will use as you complete your assigned readings outside of class. You will need to type your response to the first (1) item prior to class. This is the only assignment where single spacing is acceptable. During class you and your partners will complete your forms and each of you will turn in a completed form by the end of class. You will sometimes be asked to share with the entire class and at other times you will work and share with your partners only.

For the portion of each of the forms that you prepare outside of class, you will need to follow the format as prescribed for written assignments with one change - you do not need to double space. For the portion of the assignment that is completed in class, you may use legible handwriting. You will find the template on Blackboard.

**DUE: See Assignments**

## **521 PROMPT**

EDUC 521 is a “lab” class for EDUC 520. Please see prompt questions in Observer Handbook.

Prompt Due Dates

Prompt #1 February 23

Prompt #2 March 9

Prompt #3 April 13

Prompt #4 April 27



## PERSONAL MANAGEMENT PLAN RUBRIC EDUC 520

10/9/8	7/6/5	4/3/2/1/0
Philosophy includes a clear explanation about beliefs regarding the teacher-student relationship; student-student relationships; the use of consequences/punishment; teacher-family relationships and teacher-coworker relationships. Philosophy clearly supported with <b>many examples</b> .	Philosophy briefly addresses areas noted in column one. Philosophy supported with few examples.	Philosophy addresses few or none of the areas noted in column one; Philosophy does not provide clarifying examples.

10/9/8	7/6/5	4/3/2/1/0
Rules are clear, sequential, and complement but do not repeat the Procedures. Numerous examples given. Rationale for Rules is included	Rules are somewhat clear, are not well sequenced or are limited in complementing Procedures. Few examples given. Rationale is limited	Rules are not clear, not sequenced or not included. Rules do not complement Procedures. No examples given. No Rationale provided.

10/9/8	7/6/5	4/3/2
Class Procedures are clearly stated and comprehensive. Procedures are clear and complement but do not repeat the Rules. Numerous examples are given. Rationale is included.	Class Procedures somewhat clear or somewhat comprehensive. Class Procedures support Rules only somewhat or have some overlap. Few examples provided Rationale for Procedures is limited or unclear	Class Procedures are missing or unclear. Procedures do not support Rules, or Procedures simply restate the Rules. No examples given. Rationale for Procedures are missing

10/9/8	7/6/5	4/3/2/1/0
Lists and clearly describes a hierarchy of strategies/interventions that could be used to deal with disruptive or unacceptable behavior of varying degrees. Consequences for behaviors, both positive and negative, are also included. Numerous examples given. Rationale provided.	Includes few strategies/interventions that could be used to deal with disruptive or unacceptable behavior, description is not clear, does not address hierarchy of implementation. Few consequences are included for positive and/or negative behavior. Few examples given. Rationale is minimal.	Strategies for dealing with disruptive behavior missing or extremely unclear or underdeveloped. No hierarchy of implementation included. Consequences are not addressed. No positive consequences for appropriate behavior. No examples given. No rationale provided.

10/9/8	7/6/5	4/3/2/1/0
Includes a clear scripted lesson plan, using a modified CSUCI format, addressing how the Rules of the classroom will be taught/communicated the first day of school. Addresses ELL and special needs students instructional considerations. Includes a rationale of the reasons for the rules that is communicated to the students	Lesson plan of how Rules will be taught/ communicated the first day(s) of school is somewhat clear or is not in CSUCI format; addresses some of the areas noted in column one but only briefly considers strategies for ELL and special needs students Rationale is not comprehensive.	Lesson plan to teach the Rules is unclear or missing; addresses few or none of the areas noted in column one including ELL and Special Needs students. No Rationale.

10/9/8	7/6/5	4/3/2/1/0
Minimum of three parent contact strategies present; explanations regarding contact are well developed and comprehensive; clearly describes and addresses communication regarding both positive and negative/inappropriate behavior. Communications include; samples of parent contacts as described. Rationale included	Only two parent contact strategies present. Somewhat describes and addresses communication regarding both positive and negative/inappropriate behavior. Communications or explanations regarding contact are somewhat developed/comprehensive; samples are not included for every strategy. Rationale limited in scope	Parent contact strategies missing or grossly incomplete; explanations regarding the contact are missing or grossly incomplete' no samples are included. No rationale included

10/9/8	7/6/5	4/3/2/1/0
Includes an organized table of contents and professional-looking dividers for each section; uses graphics to enhance the appearance & organization of plan; information in plan easy to locate quickly. Uses good grammar and syntax throughout plan	Table of contents somewhat organized; section dividers plain; some use of graphics; information in the plan somewhat difficult to locate easily and some grammatical and syntax errors	Table of contents/section dividers missing; graphics are completely absent or seriously detract from the presentation of the plan; information in plan is difficult to locate and plan has numerous grammatical and syntax errors.

## **MY FINAL ANSWER**

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Textbook Title \_\_\_\_\_ Chap. and Pgs. \_\_\_\_\_

Question: What are the Chapter Highlights?

**I Read:** (Complete this section prior to class – typed – single spaced accepted)

**We Pair:**

**Others Say:**

**I/We Conclude:**

**Reflection:** What effect did thinking and writing about what you had read, talking with your team and participating in a class discussion have on your perspective

## EDUC 521 PROMPTS AND DUE DATES

All prompts are to be between 2-3 pages in length.

Prompt #1 - The focus of this prompt is on taking initiative and developing confidence in a classroom setting (professional qualities #5,#6, and #8)

*One of the hardest things to do as a student teacher is to develop a sense of belonging and purpose in the classroom. Describe ways you took initiative to get involved in the life of your classroom. Describe steps that your cooperating teacher took to include you in the life of the classroom. In what ways are you now actively involved with children? **DUE Feb. 23 (Monday)***

Prompt #2 - The focus of this prompt is on knowing/observing children and building rapport (professional qualities #3 and #4)

*Building rapport with your students is key to success as a teacher. What have you done that has helped you to develop a relationship with the students? Who are the students with whom you easily developed rapport? Who are the students with whom you are having difficulty connecting? Analyze why. How does your cooperating teacher deal with this challenge? Describe strategies you will use in the future to build rapport with students who are harder for you to connect with. **DUE: March 9 (Monday)***

Prompt #3 - The focus of this prompt is on professionalism (professional qualities #1, #1, #9, #10, #11, and #12)

*What are the most essential characteristics of a professional educator? Which of these characteristics are you already demonstrating, and which would you identify as priorities for future growth? Why? **DUE: April 13 (Monday)***

Prompt #4 - The focus of this prompt is on articulating lessons learned, planning a graceful “exit strategy” from field placement and developing the skills of tactful self-advocacy for your future student teaching experiences (professional qualities #2, #7, #8, #10, #11, and #12).

*Because of your experience in EDUC 521 (with students, cooperating teacher, and university supervisor), what do you know now that you didn't know before? What did you learn that you want to be sure to take into your student teaching experiences? How will you communicate your appreciation to the students and your cooperating teacher when you exit your EDUC 521 placement? **DUE: April 27 (Monday)***

## DATA COLLECTION TEMPLATE

Observer's Name: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Child's Age: \_\_\_\_\_ Child's Grade: \_\_\_\_\_ Child's Sex: M \_\_\_ F \_\_\_

Date of Observation: \_\_\_\_\_

Observation Context:

Brief Description of Physical and Social Characteristics of Observation Setting:

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OBV: (1)      Time Begun \_\_\_\_\_      Time Ended \_\_\_\_\_

Interpretation:

**ENGL 475: LANGUAGE AND SOCIAL CONTEXT**  
**Fall 2008**

**Subject Matter Preparation for the**  
**Single and Multiple Subject Teaching Credentials**  
**Liberal Studies Program – Option 3 (Teaching and Learning)**  
*CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS*

**Instructor:** Erik B. Johansen  
**Telephone:** 805. 482. 1412  
**Email:** erik.johansen@csuci.edu

**Class Meeting Time:** Tuesday, 4:00-6:50 pm.  
**Bell Tower Rm. 1424**  
**Meeting Schedule:** August 26 to December 9 (Finals Week)

**Office Hours:** Tuesday/Thursday- 2:00 – 3:50  
**Office Location:** Bell Tower (East Wing) Room # 2782

**ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER  
STUDENT LEARNING**

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the California Commission on Teacher Credentialing (CCTC).

**Student Outcomes:**

**Students completing this course will:**

- Apply knowledge of both the development of a first language and the acquisition of subsequent ones; (Domain 1 – 1.2)
- Understand and describe the principal observable milestones in the development of a first language and the acquisition of subsequent ones; (Domain 1 – 1.2)
- Discuss second language acquisition theory and the role of the primary language in second language learning and literacy development;(Domain 1- 1.2)
- Demonstrate that they understand the range of issues related to the interaction of first languages and other languages;(Domain 1-1.2)
- Understand and use the major descriptions of developing literacy for English speakers and English Language Learners;(Domain 1 – 1.3)
- Apply knowledge of the implications that language development and differences have for the processes of learning to read and reading to learn;(Domain 1 – 1.4)
- Know and apply a range of assessment methods and instruments to the respective and interrelated developing abilities (aural/oral), speaking, reading (decoding and comprehension), vocabulary, and spelling conventions. (Domain 1 – 1.4)

- Recognize special features that may identify a pupil’s language development as exceptional distinguishing such features from interlanguage effects. (Domain 1- 1.2; Standard 8 – 8.1; Standard 8 – 8.2).
- Use current and emerging technologies in efforts to increase their subject matter knowledge and understanding and understand the ethical and social issues related to technology. (Standard 9 – 9.2; Standard 9 – 9.4)

*Mission Statement*

**Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.**

**COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN**

The Liberal Studies Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

**STANDARDS FOR SUCCESSFUL PARTICIPATION:**

All participants are expected to attend every session unless otherwise arranged (with very limited parameters). Participants are expected to be prepared for each session and to participate actively. All assessment/assignments must be handed in on the due date. Assignments must be typed and double-spaced. You are expected to attend and participate in class. We will be engaging in discussions and activities in class that cannot be “made up” outside of class. **If you cannot be in class you must send an email to the instructor *prior* to class. If you miss more than one meeting it will impact your grade.** See Attendance and Participation Section of Assignments for a more detailed description of expectations.

**All participants must bring with them to each class copies of all handouts for that class as posted on Blackboard. See the Course Outline for a list of the handouts you must bring for each class.**

**Respect for the rights of others seeking to learn and for the general goals of academic freedom must be maintained. Differences of viewpoint or concerns should be expressed in terms that show respect even in dissent. Student conduct which disrupts the learning process will not be tolerated.**

### **Attendance Policy**

Due to the dynamic and interactive nature of courses in the Multiple/Single Subject Credential Programs, all students are expected to attend all classes. At a minimum, students must attend more than 90% of class time, or it will impact your grade. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

### **COURSE DESCRIPTION:**

*The focus of this course is on the nature of literacy, with emphasis on literacy development for English Only (EO) and English Language Learners (ELLs), investigation and knowledge of the development and acquisition of English literacy, and understanding the role of concepts and contexts in word meanings, vocabulary development, and multiple meanings. Also stressed will be differences between English and other languages that impact the acquisition of English literacy by ELLs, the role of primary language literacy in the development of English language among ELLs, and the impact of disabilities on oral and written English language development.*

### **GRADING POLICY:**

**(See the CSUCI General Catalogue for University Grading Policies)**

Grading Scale: A=93-100%, A-=90-92%, B+=87-89%, B=83-86%, B-=82-80%, C+=77-79%, C=73-76%, C-=70-72%, D+=67-69%, D=63-66%, D-=60-62%, F=59% or lower.

Submission Schedule: All assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one letter grade (the point equivalent). Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Late work must be accompanied by an explanation for its lateness, and an indication of how you intend to rectify the problem in the future.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.), and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc.). All citations will use the APA format (see handout for examples). Rubrics will be provided for all written assignments prior to due date.

### **REQUIRED TEXTS:**

- The Crosscultural, Language, and Academic Development Handbook by Díaz-Rico and Weed, 2006 (3<sup>rd</sup> Edition)
- Literacy Instruction in Multicultural Settings by Kathryn H. Au, 1993
- Handouts/Articles In-Class and posted on Blackboard and Electronic Coursepack
- Articles/Documents Accessed on the Internet (URLs will be provided)



**COURSE REQUIREMENTS:** (CCTC Standards addressed in parenthesis)

Attendance and Active, Thoughtful Participation	20 points
Response Journal (1.2, 1.3)	30 points
Internet Resource Search/Presentation (2.5, 9.2, 9.4) (10/Written Response, 10/Presentation)	20 points
Language Assessment Assignment/Reflection (1.4)	15 points
Outcome Assessment/Final Assignment (1.2, 1.3)	<u>15 points</u>
Total Possible	100 Points

**ASSIGNMENTS:**

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, standard margins. ***It is expected that all assignments will reflect university-level composition and exposition.*** Use of electronic spelling and grammar checking is encouraged, but proof-reading is essential. Assignments may be submitted electronically as text messages or enclosures, with instructor's approval. Submit to e-mail address indicated to ensure timely receipt and response.

**1. Attendance and Active, Thoughtful Participation (20 Points)**

This will be a very interactive, participatory class. Your attendance is essential in order to participate in and experience the teaching strategies being modeled. Daily Reflections, In-Class Assignments (Jigsaws, Quick writes, group projects, etc.) and group collaboration are counted as part of your participation points. **Absences and tardiness (for whatever reason) will result in deductions in your participation grade (1<sup>st</sup> time = -2 points; 2<sup>nd</sup> = -5 points; 3<sup>rd</sup> and subsequent = -7 each).**

**2. Response Journal (30 points).**

For each set of readings/activities, in class or as outside assignments, you will respond in a variety of genres that attempt to model multiple ways of knowing (intelligences). Possible formats may include graphic organizers, poems, sketches, K-W-L, Note-Taking/Note-Making Charts, or other visual tools, as well as narrative responses. Effective journals are practical in nature, connecting course content with classroom experiences and observations and/or your prior knowledge, expressing your ideas, opinions, questions and concerns, relating to your life in education. It is an ongoing assignment that begins with the first session and will continue throughout the class. Because it is an "interactive journal," during each class you will share your journal with a partner to respond and "bounce around" ideas. The entries are to include the date and title of the readings/discussions, both the original writing and the feedback from the partner, and signatures of both partners. Each entry need not be more than one page in length. Journals must be completed before each class meeting. Responses will be collected periodically by the instructor.

**Part One Due Date: October 14<sup>th</sup>**

**Part Two Due Date: November 18<sup>th</sup>**

**3. Internet Resource Search/Presentation (20 points)**

You will be required to use the internet to search for suitable resources related to: literacy development; second language literacy; bilingualism; the politics of literacy, equity and access; and other topics related to this course. You will evaluate the resource you have found based on its accuracy/validity and its usefulness as a tool in preparing yourself as a teacher. You will present the resource in class (10 points), preferably by demonstrating the site to us, give us your opinion of the site, and demonstrate how it might be used to further one's teaching skills. A one-two page written evaluation will be submitted as well (10 points). During the week prior to your presentation you will e-mail to the instructor a one-paragraph summary of the contents of your chosen website, which will be included in a class Website guide.

**Due Date: October 21<sup>st</sup>**

**4. Language Assessment Assignment/Reflection (15 points)**

Based on our in-class learning about formal and informal language assessment, you will be given sample student responses to prompts from the California English Language Development Test (CELDT), and you will use the rubrics to evaluate the responses. Your grade will be determined by your ability to apply the rubrics in your assessment. A written justification for your assessment will be submitted along with a short reflection on any insights gained from the process.

**Due Date: November 11<sup>th</sup>**

**5. Outcome Assessment (15 points)**

This final assignment will be your opportunity to examine your own learning. It will be shared in class during our final session. You will select *the most important learning* you have acquired during the course. (Note: This is not intended as a summary of everything you have learned. Rather, it is an in-depth look at a single concept...operant term here is single... presented in this course. This is your opportunity to show what you have learned and extend that learning by bringing in new resources). You will write in detail:

1. What you have learned, and an extension of that learning by doing further research on the topic (include at least two new outside resources). You may use APA or MLA citing formats.
2. What new insights you have about teaching as a result of your learning,
3. How you knew you were learning something of significance (assessing your own learning), and
4. How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction.

**Due Date: Draft for in-class editing and revision November 18<sup>th</sup>**

**Final Draft- December 2<sup>nd</sup>**

**Note:** All work that students submit as their own work must, in fact, *be* their own work. For example, if a paper presents ideas of others, it must clearly indicate the source. Word-for-word language taken from other sources – books, papers, web sites, people, *etc.* – must be placed in quotation marks and the source identified. Likewise, work on tests and exams must be the student's own work, not copied or taken from other students' work, and students must comply with instructions regarding use of books, notes, and other materials.

In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who

submit the work of others as their own (plagiarize), cheat on tests and examinations, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course.

Papers with plagiarized ideas or language will be graded “F” and must be rewritten with proper use of quotations and referencing. The grade of “F” will remain the recorded grade on that assignment.

Plagiarism or cheating on tests and exams will result in an “F” on the test or exam, very likely resulting in a lower or possibly a failing final grade in the course. To complete course requirements, students must retake the test or exam during the instructor’s scheduled office hours.

In cases where the cheating or plagiarism was premeditated or planned, students may receive an “F” for the course.

Students are encouraged to consult with the instructor on when and how to document sources if they have questions about what might constitute an act of plagiarism or cheating.

## Course Outline

*The instructor reserves the right to add, delete, or change any of the assignments listed, and he probably will...*

Language in Social Context – Fall 2008			
Class	Date	Topic	Readings/Assignments
#1	8/26	<ul style="list-style-type: none"> <li>• Teambuilding:               <ul style="list-style-type: none"> <li>People Search</li> <li>Totem Poles</li> </ul> </li> <li>• Hearing the Voices (Tea Party)</li> <li>• The State of the State</li> </ul>	Excerpts from <b>Olsen, Laurie</b> -Crossing the Classroom Borders (in class activity and journal response #1) <b>For 9/2:</b> <b>Read: West Ed summary of interim report on 227</b> (In Electronic Coursepack- Current Policies) <b>Díaz-Rico, Weed</b> Ch. 1 p. 2-30 Journal response #2 (What’s your take?)
#2	9/2	<ul style="list-style-type: none"> <li>• Theoretical Frameworks of L1 and L2 Acquisition, Five Hypotheses</li> </ul>	<b>Cummins, Jim and Krashen, Stephen</b> (in class review) <b>For 9/9:</b> Journal Response #3 (Define terms) <b>Read: Díaz-Rico, Weed</b> Ch.3 (p. 51-71)
#3	9/9	<ul style="list-style-type: none"> <li>• Review of Cummins/Krashen</li> <li>• English Language oral/literacy development</li> </ul>	<b>For 9/16:</b> <b>Read: Díaz-Rico, Weed</b> Ch. 4 (74-101) Journal Response #4 (Revise definitions)
#4	9/16	<ul style="list-style-type: none"> <li>• Dimensions of Language- Cognitive and Contextual Demands</li> <li>• From oral language development to literacy, models of instruction</li> </ul>	<b>For 9/23:</b> <b>Read: Díaz-Rico, Weed</b> Ch. 8 (206-229) <b>Au, Kathryn</b> Ch. 2 & 3 (20-54) Journal Response #5

			<p><b>Bring to next class:</b></p> <p><b>A copy of the Crawford article posted in Electronic Coursepack- Bilingualism: The Forgotten Legacy</b></p>
#5	9/23	<ul style="list-style-type: none"> <li>• Bilingual Education- A Historical Context</li> </ul>	<p><b>Crawford Article</b> (In-class Jigsaw)</p> <p><b>For 9/30:</b></p> <p><b>Read: Díaz-Rico, Weed</b> Ch. 6 (p. 141-158)</p> <p>Journal Response #6 (Finish the “L” in KWL)</p> <p><b>Read and Prepare <u>your</u> research article for next week</b></p> <p><b>Bring to next class:</b></p> <ul style="list-style-type: none"> <li>• <b>A copy of the other research study guides.</b></li> </ul>
#6	9/30	<ul style="list-style-type: none"> <li>• Current Research on Language Minority issues- Jigsaw</li> </ul>	<p><b>Ramirez</b> (in class review)</p> <p><b>Collier/Thomas</b> (in class review)</p> <p><b>Gándara</b> (in class review)</p> <p><b>Hakuta</b> (in class review)</p> <p><b>For 10/7:</b></p> <p>Journal Response #7</p> <p><b>Read: Díaz-Rico, Weed</b> Ch 12 (286-307)</p> <p><b>Au, Kathryn</b> Ch. 1 (1-19) Ch. 8 (123-138)</p> <p><b>Bring to next class:</b></p> <ul style="list-style-type: none"> <li>• <b>Copy of Christensen article in Elec. Course Pack</b></li> <li>• <b>Copy of American Tongues discussion guide on Blackboard</b></li> </ul>
#7	10/7	<ul style="list-style-type: none"> <li>• Sociocultural Factors affecting L1 development</li> <li>Video: American Tongues</li> <li>• Teaching Standard English</li> </ul>	<p><b>Christiansen, L.</b> (in class article)</p> <p><b>Journal Response #8 (in class)</b></p> <p><b>Claim your internet site now!</b></p> <p><b>For 10/14:</b></p> <p><b>Bring to next class:</b></p> <ul style="list-style-type: none"> <li>• <b>Intelligences Handout</b></li> <li>• <b>SDAIE #1 Handout</b> (Both on Blackboard)</li> <li>• <b>Your Journal to turn in</b></li> </ul>

#8	10/14	<ul style="list-style-type: none"> <li>• Developing literacy for English speakers and English Language Learners (Gardener)</li> <li>• SDAIE, a first look...</li> </ul>	<p align="center"><b>Journals Collected for Review</b></p> <p>Handouts Journal Response #9 &amp; #10 (in class) Journal response #11 (Note to author) <b>Read: Díaz-Rico, Weed Ch.5 (102- 137)</b></p> <p><b>E-mail to Erik your internet site summary this week.</b> <b>For 10/21: Internet Project</b> <b>Bring to next class:</b></p> <ul style="list-style-type: none"> <li>• <b>Copy of Internet Directory</b> (On Blackboard the day before class)</li> </ul>
#9	10/21	<ul style="list-style-type: none"> <li>• Presentations (Internet Resources)</li> </ul>	<p>Handout of Internet Directory <b>Internet Presentation/Write-Ups due</b> (Attach Rubric to the write-up) <b>For 10/28:</b> <b>Read: Díaz-Rico, Weed Ch 7 (174-203)</b></p>
#10	10/28	<ul style="list-style-type: none"> <li>• Calif. ELD vs. ELA Standards</li> </ul>	<p>State ELD Standards Profiles (Handout) English Language Development Standards (Internet Access) <b>For 11/4: Journal Response #11</b> <b>Bring to next class (11/8):</b></p> <ul style="list-style-type: none"> <li>• <b>Copy of CELDT Scoring Guide</b> (In Blackboard)</li> </ul>
#11	11/4	<ul style="list-style-type: none"> <li>• Language Assessment-CELDT.</li> </ul>	<p>CELDT Rubrics and student samples <b>For 11/11:</b> <b>Language Assessment Write-up</b> (Attach rubric to the write-up) <b>Bring to next class:</b></p> <ul style="list-style-type: none"> <li>• <b>SDAIE #2 Handout</b> (On Blackboard)</li> </ul>
#12	11/11	<ul style="list-style-type: none"> <li>• Review of CELDT Assessment results</li> <li>• Engage, Instruct/Interact, Extend Instructional model-an introduction</li> </ul>	<p>Handout-SDAIE #2 Journal Response #12 (in class) <b><u>Language Assessment Assignment Due</u></b> (Attach rubric to the write-up) <b><u>Journals (#2) Collected</u></b> <b>For 11/18:</b> <b>Read: Díaz-Rico, Weed Ch 4 (74-101)</b> <b>Outcome Assessment Drafts Due</b> <b>Bring to next class:</b> <b>Handout- SDAIE #2(From Previous class)</b></p>

#13	11/18	<ul style="list-style-type: none"> <li>• Models to encourage writing- an introduction</li> <li>• Outcome Assessments (In class Editing and Revision)</li> </ul> <p><b>Note: <u>No class on Nov. 25<sup>th</sup></u>.</b></p> <p><b>Happy Thanksgiving!</b></p>	<p>Handout-SDAIE #2</p> <p><b>Outcome Assessments Drafts Due</b></p> <p><b>For 12/2:</b> <b>Outcome Assessment Final Copy</b></p>
#14	12/2	<ul style="list-style-type: none"> <li>• Sharing of Outcome Assessments</li> <li>• 7 (or so)- Corners Review of our Learning (in class activity)</li> </ul>	<p><b>Course Evaluations Due</b></p> <p><i>Outcome Assessment Final Copy Due</i></p>
#15	12/9	<ul style="list-style-type: none"> <li>• Finals Week</li> </ul>	<p><b>All work must be turned in by this date.</b></p>

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
Teacher Education Credential Program

*Special Education and Psychology 345: Individuals with Disability in Society*  
Spring 2009

**Professor Information:**

**Professor:** Dr. B.J. Korenstein  
**Office:** **BTW 2780**  
**Office Phone:** (805) 437-8943  
**Office Hours:** **Monday 12:00-12:50 pm; Wed. 10:30 -11:30 pm** or by appointment,  
**Email:** bernard.korenstein@csuci.edu

**Course Information:**

**Meeting Days/Times:** **Monday, 9:00 am– 11:50 am**  
**Location:** Bell Tower, Room 1602  
**Units:** 3 units

**COURSE DESCRIPTION:** Class discussions will focus on definitions, causes, characteristics, and educational implications for the disabled and historical, legal, social, and educational considerations of disability issues.

**COURSE OBJECTIVES:** *Upon successful completion of this course, students will be able to:*

1. Describe variations in children from developmental, educational, and psychological perspectives. (Standard 4 Integrative Study)
2. Differentiate characteristics of children in the major categories of disabilities and gifted and talented (Standard 14: Preparation to Teach Special Populations in the General Education Classroom)
3. State the federal laws pertaining to the education of exceptional populations (Standard 14: Preparation to Teach Special Populations in the General Education Classroom)
4. Describe the general education, special education and support personnel roles and responsibilities in the educational process (from identification, referral, assessment, IEP planning and meeting, instruction and evaluation) (Standard 14: Preparation to Teach Special Populations in the General Education Classroom)
5. Assess a students learning and language abilities for referral to special education and gifted and talented programs (Standard 14: Preparation to Teach Special Populations in the General Education Classroom)
6. Find information about disabilities and evaluate the quality of sources

## ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

### **CONTENT STANDARDS ADDRESSED IN SPED 345:**

***Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential are aligned and congruent with the requirements of Education Code Section 51210 and the Student Academic Content Standards (Grades K-8) of the State Board of Education.***

Education Code Section 51210. The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

#### **Standard 14: Preparation to Teach Special Populations in the General Education Classroom:**

In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

#### **Standard 4: Integrative Study**

*In one or more planned components of the program, each prospective multiple subject teacher systematically examines content-specific connections among two or more of the major subject areas that are commonly taught in grades K-8 by investigating their common or inter-related concepts, areas of concern, and methods of inquiry. In the integrative study component(s), the program highlights the underlying values and the higher-order research and thinking skills of the connected disciplines.*

#### ***Mission Statement***

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.



## "Opportunity-Collaboration-Integration-Community"

### COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Teacher Education Program Faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

#### **COURSE REQUIREMENTS and ASSIGNMENTS:**

Reading Reactions (3)	15 points
Chapter Reviews (5)	15 points
Group Research Project and In Class Presentation	15 points
Participation	10 points
Exams: One	15 points
Two	15 points
Three	15 points

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. A printed, paper copy of all assignments must be submitted to the instructor in class on the due dates specified.

#### **I. Reading Reactions. (15 Points, Five points each) (SM-Standard 4 Integrative study;**

Standard Diverse Perspectives; PP-Standard 3 Relationships between Theories And Practice; Standard 4 Pedagogical Thought and Reflective Practice)

Reading reactions consist of 3 reflective writings on assigned readings. The reactions should be two pages double-spaced. Each reading reaction must answer the following:

1. What was the author's intent or purpose for the article/chapter?
2. What conclusions did the author(s) draw?
3. What facts/findings did the author(s) use to support the conclusion?
4. What did you learn from the article/chapter?

The three writings must be from the assigned readings stated on the course outline.

**\*\*Due at class meetings stated on the Class Outline.**

**Papers submitted after the date stipulated on the course outline will have automatic point deductions.**

**II. Chapter Review** (15 points, 3 points each) Students will be given questions from which to respond from five selected chapters from the text: *Exceptional Children: An introduction to special education. Due the class meeting following the date assigned.*

**III. Group Research Project and In Class Presentation (15 points)** (SM-Standard 4 Integrative study; Standard 8 Diverse Perspectives; PP-Standard 9 Using Computer-based Technology in the Classroom; Standard 12 Professional Perspectives; Standard 14 Preparation to Teach special Populations in the General Education Classroom; TPE 6A, 7, 8, 11, 12)

Class members will be organized into groups of three. Each group will conduct a research project that focuses on an area of special education of interest to the members of the team. The research can be on:

1. A specific disability that has not been a focus of class discussions.
2. A specific methodology when working with a specific disability.
3. The review of a book from the literature that deals with exceptionality.
4. A panel discussion on current issues from the professional literature.

The project must include references from a combination of web-based resources, journal articles and book references that were published within the past five years.

**IV. Class Participation (10 points)**

Students are expected to attend each class session. Only 1 class meeting missed is acceptable, or it will impact the final grade. **Two points** will be subtracted from the final grade for each unexcused absence from class. Should the student have extenuating circumstances such as a medical excuse, s/he should advise the professor before the class meeting by email.

Students are expected to have read the assigned weekly readings before each class meeting, be prepared for each session, and to participate actively in class activities and discussions.

**IV. Exams:** Each exam will focus on the information presented during class discussions and information contained within the readings from the text.

First Exam:           The week of February 23, 2009

Second Exam:        The week of March 30, 2009

Third Exam:           The week of May 11, 2009

**REQUIRED TEXT**

Heward, W.L. (Ninth Edition). *Exceptional children: An introduction to special education*. Upper Saddle River, NJ: Prentice-Hall.

**REQUIRED READINGS (Reading Reaction Papers)**

The articles will be posted on Blackboard or at the library website. To obtain copies of the required readings go to Blackboard and click on Electronic Course pack. The selected reading will appear on the right, download and print the document.

Kalyanpur, M., & Harry, B. (1999). The Posture of Cultural Reciprocity. I. M. Kalyanpur & B. Harry (Eds.), *Culture in Special Education: Building Reciprocal Family-Professional Relationships* (pp.113-131). Baltimore: Paul H. Brookes Publishing Co.

Miller, N. B. (1994). Working with Professionals. In N. B. Miller (Ed.), *Nobody's Perfect: Living and Growing with Children Who Have Special Needs* (pp. 211-232). Baltimore: Paul H. Brookes Publishing Co.

Grandin, T. (1995). Thinking in Pictures and Other Reports from My Life with Autism (Chapter 5). New York: Vintage Books.

## GRADING POLICY AND PROCEDURES

Students must complete the course requirements outlined in detail below. There are a total of 100 points that students may obtain for satisfactory completion of the course requirements.

A = 95-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	Fail = 59 or below
A-= 90-94	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72	D- = 60-62	

## IMPORTANT POLICIES

- Late assignments will cause automatic point deductions. In-class activities cannot be made up at a later date. If you are absent from class, it is your responsibility to check on announcements and assignments made while you were absent.
- Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are requested to inform the professor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practica may be made as requested and required to provide for equitable participation in the course. For information about the University's Disability Accommodation Office, contact 437-8528.
- All work that students submit as their own work must, in fact, be their work. For example, if a paper presents language taken from other sources – books, journals, web sites, people, etc. – must be cited. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Individual course assignments with plagiarized ideas or language will be graded “F”. Students are encouraged to consult with the professor on when and how to document sources.

## CLASS ASSUMPTIONS

- ◆ *The process of learning is an on-going process for all involved in this class and requires constant critique, reflection and action.*
  
- ◆ Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, and relying on each others' strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.
  
- ◆ Content in this process is emergent. Students have to be involved not only in determining content, as well as explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in conjunction with expert opinion, research and practice. It may range from the very immediate context of the classroom itself, of family and community context, and/or to broader political issues.
  
- ◆ Progress is seen to be cumulative and cyclical rather than occurring in discrete, linear steps.

## COURSE OUTLINE

<i>Sped/Psych 345: Individuals with Disability in Society, Spring 2009, Monday: 9:00 – 11:50 pm</i>			
Class	Date	Topic	Readings/Assignments
			<b>It is expected that each reading assignment will be read prior to class on the week to which it is assigned.</b>
1	<b>Jan 26</b>	Course Overview & Requirements, Special Education History & Purpose; IDEA and Spectrum of Disabilities	-Heward Chapter 1 Small Group Discussion I
2	<b>Feb 2</b>	Referral Process & Assessment DVD, " <a href="#"><u>This Child Is Not Alone</u></a>	-Heward Chapter 2
3	<b>Feb 9</b>	NCLB and IDEA: A Side by Side Analysis"	
4	<b>Feb 16</b>	Funding of Special Educaton DVD: <a href="#"><u>OBSERVING CASSANDRA</u></a>	<b>1<sup>st</sup> Reading Reaction Paper Due</b> -Kalyanpur & Harry, <a href="#"><u>Posture of Cultural Reciprocity</u></a>
5	<b>Feb 23</b>	<b>FIRST EXAM</b> Specific Learning Disabilities Video: <a href="#"><u>Fat City Workshop</u></a>	-Heward Chapter 5 In Class Article Review: Specific Learning Disabilities
6	<b>Mar 2</b>	Down Syndrome/Mental Retardation, Inclusion Programs DVD: <a href="#"><u>EDUCATING PETER</u></a>	-Heward Chapter 11
7	<b>Mar 9</b>	Hearing Loss , Video: " <a href="#"><u>Sound &amp; Fury</u></a> " Select team members for Research Project And Sign up for oral presentation date	<b>Chapter 9</b> <b>2<sup>nd</sup> Reading Reaction Paper Due</b> Miller, <a href="#"><u>Working With Professionals</u></a>
8	<b>Mar 16</b>	ADA, FERPA and Section 504	-Chapter 1, Pages 29-30, 33 and page 423

9	<b>MAR 23</b>	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS
10	<b>Mar 30</b>	NO CLASSES, CAMPUS OPEN	
11	<b>APR 6</b>	Autism/: DVD- <u>Childhood Autism Rating Scale</u> <b>SECOND EXAM</b>	Chapter 7 <b>In Class Article Review: Autism</b>
12	<b>Apr 13</b>	Autism/Asperger Syndrome DVD <u>Straight Talk About Autism</u>	<b>3<sup>rd</sup> Reading Reaction Paper Due</b> -Grandin, <u>Thinking In Pictures, The Way of the World</u>
13	<b>Apr 20</b>	Emotional & Behavioral Disorders AB 3632 Mental Health/Education Responsibility	-Chapter 6,
14	<b>Apr 27</b>	Discipline of Special Education Students	
15	<b>MAY 4</b>	Hughes Bill (Behavior Analysis Assessment and Behavior Intervention Plans	In class Article Review: Behavioral Disorders
16	<b>May 11</b>	<b>THIRD EXAM</b>	

**\*Note: This syllabus and schedule are subject to change per the discretion of the instructor.**