

## **Appendix A: Syllabi**

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### **Table of Contents**

SPED 345: Individuals with Disabilities in Society .....	1
ENGL 475: Language in a Social Context .....	6
EDUC 512: Equity, Diversity, and Foundations of Schooling.....	15
EDUC 520: Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms .....	32
EDSS 515: Adolescent Development for Secondary Educators.....	46
EDSS 530: General Secondary School Methods .....	57
EDSS 531: Teaching Mathematics in Middle Schools .....	70
EDSS 532: Teaching Science in Middle Schools .....	82
EDSS 533: Teaching Writing and Literature in Secondary Schools .....	89
EDSS 534: Teaching Social Studies in Middle Schools.....	97
EDSS 541: Teaching Mathematics in Secondary Schools .....	107
EDSS 542: Teaching Life/Physical/Geo-Science in Secondary Schools .....	118
EDSS 543: Teaching Language Skills in Secondary Schools .....	124
EDSS 544: Teaching Social Studies in High Schools .....	133
EDSS 550: Access to Learning: English Language Learners.....	144
EDSS 560: Access to Learning: Special Needs Learners.....	153
EDSS 571/575: Student Teaching and Student Teaching Seminar—Middle School ...	163
EDSS 581/585: Student Teaching and Student Teaching Seminar—High School .....	170

**California State University Channel Islands**  
**Psychology/Special Education 345: Individuals with Disabilities in Society**  
**Fall 2008**

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**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).

**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.

**Students with Special Needs:**

Students with disabilities needing accommodation should make requests to Disability Accommodation Services, Bell Tower East Wing, Room 1796 (805-437-8528). All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with instructor.

**PSY/SPED 345 Course Description:**

This course will cover the major types of disabilities and giftedness found in children, including definitions, causes, characteristics, and educational implications. The perspectives of people with disabilities will be presented so that students will gain a greater understanding and sensitivity for the variations and diversity among people. Social, legal, and educational considerations of disability issues will be addressed. Students will gain an understanding of the services needed to meet the needs of people with disabilities in school and community settings. This course is a beginning prerequisite requirement for the education credential program and therefore meets California commission on Teacher Credentialing requirements in addition to University requirements. Special focus on strategies for general education teachers to include students with disabilities as fully participating members in the learning environment.

**PSY/SPED 345 Student Learning Outcomes:**

Students completing this course 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/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)
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)
5. Assess a student's learning and language abilities for referral to special education and gifted/talented programs. (Standard 14)
6. Find information about disabilities and evaluate the quality of sources.

### **PSY/SPED 345 Learning Assumptions:**

The process of learning is an on-going process for all involved in this class, and requires constant critique, reflection and interaction. Learning is a collective process, where participants share and analyze experiences together in order to gain insight and knowledge. Students have to be involved not only in determining content, but also in explicitly reflecting on that knowledge. 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 is essential in the learning environment that respect for the rights of others is maintained, including respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom. Opinions, viewpoints and concerns should be expressed in terms which are supportive of the learning process, creating an environment of clarity and compassion. Student conduct which disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class.

- Please check with the instructor before recording any class meeting.
- Do not bring visitors (including children) to class without prior permission from instructor.
- Turn off cell phones and electronic devices when entering the classroom.

### **Required Texts and Materials:**

Heward, W.L. (2000). Exceptional Children: An Introduction to Special Education, 9th Edition, Merrill/Pearson.

In addition, an inexpensive American Psychological Association Manual is recommended.

**Additional required reading, class notes, and information will be available each week on Blackboard. These will be posted under "Course Documents". You are expected to print and read them, and bring them to class for discussion.**

### **CSUCI Policy on Academic Honesty:**

All work that students submit as their own work must, in fact, be their own work. If a paper presents ideas of others, it must clearly indicate the source. Language taken from other sources must be placed in quotation marks, and the source identified. Work on exams must be the student's own work, not taken from other students. In accordance with the CSUCI policy on academic dishonesty, students in this course who submit the work of others as their own

(plagiarize), cheat on exams, 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. Students may consult with the instructor on how to document sources if they have questions about what may constitute an act of plagiarism or cheating.

**PSY/SPED 345 Grading:**

Grades reflect performance in exams, projects, written work, class attendance and participation.

Grades will be assigned as follows:

A+ = 97-100%	A = 94-96%	A- = 90-93%
B+ = 87-89%	B = 84-86%	B- = 80-83%
C+ = 77-79%	C = 74-76%	C- = 70-73%
D+ = 67-69%	D = 64-69%	D- = 60-63%
F = 0-59%		

**PSY/SPED 345 Course Requirements (Assignments):**

**Note: If all assignments are not completed, student may not pass the class.**

Attendance & Participation	20 percent of final grade
Midterm Examination	25 percent
Final Examination	25 percent
Journal Article Review	20 percent
Disability Overview (Oral)	10 percent

**1.Attendance/Participation (20 percent of grade).**

**Students will lose attendance points for absences.** You are allowed one absence with no loss of points, if you "make up" the missed class by completing a one-page summary of the content covered on the day of the missed session. This is due when you return to class. You are responsible for all material and information covered during a class absence. There is no opportunity to make up in-class assignments. **Students who miss 5 or more classes may not pass this course.** This includes the 'make up' class. (Check with me about attending class which meets on Monday to make up an absence.)

**Students will lose points for lack of participation.** Due to the dynamic and interactive nature of the course, all students are expected to attend every session, to be prepared for each class, and to participate actively in a variety of in-class activities, both individual and group. In order to participate fully, all assigned readings must be done prior to arriving in class. The instructor may use activities to determine whether students have completed the assigned readings, and whether students understood the information. If you have any questions regarding comprehension of the class content, it is your responsibility to ask the instructor for clarification.

**2. Examinations (50 percent of grade).** There will be two exams (a midterm and a final), based on course content covered in the first and second half of the course, respectively. Exams will be short answer or essay answer. Exams are designed to reflect application of concepts learned in class by responding to student cases and examples. There also may be informal evaluations at any time, designed to measure the students' on-going completion and comprehension of class material.

**3. Journal Article Review (20 percent of grade).** Read an article from a professional journal pertaining to children with special needs in the general education classroom. Professional journals should have an editorial board of professionals in a related field. The article **must have been written within the last 5 years. You must include a printed copy of your article with your completed assignment to the instructor.** The CSUCI Library can help you to access on-line journal articles.

Prepare a 3-4 page paper which includes the following points (minimum suggested pages):

- Your brief summary of the main points of the article (2 pages)
- Your evaluation of the article (Did it achieve its goals? Strengths and weaknesses.) (1/2 - 1 page)
- How you will apply the information in the future. (1/2 page)
- Reference the article in American Psychological Association (APA) format.  
Example: Last name, first initial. (Date). Article Title. *Journal Title, volume (number).* Pages.

**4. Disability Overview (10 percent of grade).** Work in groups of one or two to develop a presentation on a selected disability from a list provided by the instructor. Use the library and/or Internet for resources (ERIC, NORD, NIHCHY, Psych Abstracts, periodicals and texts) **from the last five years.** There must be at least two sources. Please use professional sources only. Prepare a 10 minute presentation with a 1 page handout for classmates. Bring copies of the handout for class members on your topic day. Outline of written handout must include:

- definition/cause (keep medical discussion very brief!)
- prevalence
- characteristics of student
- educational strategies for teacher (most important)
- references. References must be in American Psychological Association (APA) format. (See example under “Journal Article Review”).

**Do not simply "cut and paste" materials from sources, but use your own words.**

**If you need AV equipment, let me know one week in advance.**

**TIPS:** For the presentation, you can use a variety of methods that will help classmates understand the condition, its effects and **especially strategies for the general education teacher.** You may use mini-case studies, video clips, pictures, overheads, or Power Point presentations. Be sure to include all of the required elements in your handout. **DO NOT READ YOUR HANDOUT WORD-FOR-WORD.**

**PSY/SPED 345 Assignments: If all assignments are not completed, student may not pass the class.**

- Please use only your Dolphin Email or telephone to correspond with this instructor (see phone number at head of syllabus). Please check your Dolphin Email on a weekly basis.
- All assignments are due on the date indicated. Points are deducted if assignments are late.

- No assignment will be accepted more than **one** week past the original due date, unless pre-arranged with instructor's approval.
- Assignments **should not be** submitted to the instructor electronically **without prior approval**. Assignments submitted electronically without prior approval **will not be given credit**.
- Assignments must be word processed in black ink, double-spaced, standard margins (1 inch). Please use 12 point font in Arial or Times New Roman.
- It is expected that all assignments will reflect university-level composition and exposition. **Points will be deducted for typographical and grammatical errors** on all papers except for informal classroom work. Use of electronic spelling and grammar checking is encouraged, or arrange to have your paper edited for you. The CSUCI Writing Center has a variety of services.
- All assigned readings must be completed before coming to class.
- Please note the source of all articles in American Psychological Association (APA) approved format. (See example under *Journal Article Review*).
- **Note on Internet Resources:** Please use professional resources only. This means that the source is an accredited academic or scientific institution and the information is based on sound research methodology. The only acceptable exception to this is literature from parent support groups. Please do not use materials from popular magazines, newspapers or personal websites.

**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.

<b>STANDARDS FOR SUCCESSFUL PARTICIPATION:</b>
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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			
Classes	Date	Topic	Readings/Assignments
#1	8/26	<ul style="list-style-type: none"> <li>• Teambuilding: People Search Totem Poles</li> <li>• Hearing the Voices (Tea Party)</li> <li>• The State of the State</li> </ul>	<p>Excerpts from <b>Olsen, Laurie</b>-Crossing the Classroom Borders (in class activity and journal response #1)</p> <p><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?)</p>
#2	9/2	<ul style="list-style-type: none"> <li>• Theoretical Frameworks of L1 and L2 Acquisition, Five Hypotheses</li> </ul>	<p><b>Cummins, Jim and Krashen, Stephen</b> (in class review)</p> <p>For 9/9:  <b>Journal Response #3 (Define terms)</b></p>

			<b>Read: Díaz-Rico, Weed Ch.3 (p. 51-71)</b>
#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 Ch. 4 (74-101)</b> 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 Ch. 8 (206-229)</b> <b>Au, Kathryn Ch. 2 &amp; 3 (20-54)</b> Journal Response #5 <b>Bring to next class:</b> <b>A copy of the Crawford article posted in Electronic Coursepack- Bilingualism: The Forgotten Legacy</b>
#5	9/23	<ul style="list-style-type: none"> <li>• Bilingual Education- A Historical Context</li> </ul>	<b>Crawford Article (In-class Jigsaw)</b>  <b>For 9/30:</b> <b>Read: Díaz-Rico, Weed Ch. 6 (p. 141-158)</b> Journal Response #6 (Finish the “L” in KWL) <b>Read and Prepare <u>your</u> research article for next week</b> <b>Bring to next class:</b> <ul style="list-style-type: none"> <li>• A copy of the other research study guides.</li> </ul>
#6	9/30	<ul style="list-style-type: none"> <li>• Current Research on Language Minority issues- Jigsaw</li> </ul>	<b>Ramirez (in class review)</b> <b>Collier/Thomas (in class review)</b> <b>Gándara (in class review)</b> <b>Hakuta (in class review)</b>  <b>For 10/7:</b> Journal Response #7 <b>Read: Díaz-Rico, Weed Ch 12 (286-307)</b> <b>Au, Kathryn Ch. 1 (1-19)</b> Ch. 8 (123-138) <b>Bring to next class:</b> <ul style="list-style-type: none"> <li>• Copy of Christensen article in Elec. Course Pack</li> <li>• Copy of American Tongues discussion guide on Blackboard</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) Journal Response #8 (in class) <b>Claim your internet site now!</b> <b>For 10/14:</b> <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><b>Journals Collected for Review</b> 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 For 11/11: <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>
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#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)</p> <p><b><u>Language Assessment Assignment Due</u></b> (Attach rubric to the write-up)</p> <p><b><u>Journals (#2) Collected</u></b></p> <p><b>For 11/18:</b> <b>Read: Díaz-Rico, Weed Ch 4 (74-101)</b> <b>Outcome Assessment Drafts Due</b></p> <p><b>Bring to next class:</b></p> <ul style="list-style-type: none"> <li>• <b>Handout- SDAIE #2</b>(From Previous class)</li> </ul>
#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><b>Outcome Assessment Final Copy Due</b></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>

**EDUC 512: EQUITY, DIVERSITY AND FOUNDATIONS OF SCHOOLING  
Fall 2008**

**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. Do not use the digital dropbox.**

**Meeting Dates: 8/25, 9/8, 9/15, 9/22, 9/29, 10/6, 10/13, 10/20, 10/27, 11/3, 11/17, 11/21 or 11/24, 12/1 Final 12/8**

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

**Location: Bell Tower 2684**

**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 November 24, 2008

### **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. 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 Panel Presentation	30 pts.
Legal story judgment/s	5 pts
Legal Paper	25 pts.
Museum of Tolerance Visit and Written Reflection	20 pts.
Attendance	15 pts
Participation	15 pts

FINAL DAY LATE PAPERS WILL BE ACCEPTED IN NOVEMBER 24, 2008

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

### ASSIGNMENTS

1. **“My Final Answer” (MFA)** 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 youth. **(TPE’s 4 & 7) Due: 9/8/08**
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.
  - 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: 9/29 and 10/6/08**

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 address the issues presented and 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. (**TPE's and Program Standards 5,6, 8, 12 and 5b, 5c, 5e, 5f**) **Due: 10/13/08**

5. **Legal Panel Presentation and Paper (30 points for your presentation and 25 points for your paper). 5-7 pages** The purpose of this assignment is to provide you with an understanding and historical basis of the 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 each have played in the "creation" of our present day public school system. As a member of an "expert" legal panel, you will each present a legal case to the class. Panels will be divided into specific topics and the cases will represent a sequence of legal arguments that demonstrate the change in public thinking since the early days of public education in the U.S. and California.

In addition to your participation in the panel presentations you will be asked to prepare a paper on one legal case. Attached to this syllabus you will find two grading rubrics, one for your presentation and one for your paper. The presentation and paper will be evaluated on clarity, comprehensiveness, case analysis, review of historical context, precedent cases that impacted your case, and use of technology (not required for the paper). You will need to include in both the panel presentation and in your paper a: (1) a description of the issue, (2) an account of the historical context, (3) precedent cases, (4) an explanation of the principle/s of the situation that became the cause/source of the legal question, (5) an analysis of the significance of the issue as it relates to today's schools, (6) a personal position regarding your case and defense of it, (7) a conclusion that

integrates the issue's significance with the position you have taken, (8) a reflection, and (9) appropriate references (paper only).

It is important that your paper and presentation go beyond the descriptive (who, what, when, where). A portion of your grade will be based on the depth of your analysis. Review the nine 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 group presentation will total approximately 45 minutes to one hour. This time is flexible as each group should plan to take the time needed to appropriately cover the cases in their group. 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 : 10/27 and 11/3/08**

Each member of the committee will be responsible for preparing a paper for that segment (your assigned case) of the presentation for which they have taken responsibility. **(TPE's and Program Standards 4, 5, 9, 9f, 11, 15 and 9, 9c, 9f) Papers Due: 11/3/08**

To help you prepare for both the presentation and paper you will be asked to write the story of your case and prepare a copy for each member of your team. Try to keep it to one page maximum. **Your are not to reveal the court's decision when you write out your story.** 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. By the next class you need to bring a **short** paper that tells what judgment you would have rendered if you had been the judge hearing each of the cases. For an act/law, in a short paragraph, state your opinion of the act/law and why you think it is good or bad. **Due: 10/20/08**

**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 \$9.00 per person. Your professor will collect your money in class on Tues. February 12<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 Friday November 21st at or Monday November 24<sup>th</sup> at YOU MAY INVITE A GUEST. The tour lasts 3 hours so we should be finished by respectively. You will want to plan accordingly for this change in the regular class

schedule. 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: December 1, 2008

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

## **EDUC 512 TENTATIVE COURSE AND ASSIGNMENT SCHEDULE**

Fall 2008 (Monday)

<b>WEEK/DATE</b>	<b>TOPIC/GUIDING QUESTIONS</b>	<b>Reading Due</b>	<b>Assignment Due</b>
August 25 Week 1	Class Introductions – Who are you?  Course Overview – Syllabus  Diversity Group Activity  Discuss next week’s assignments		
September 1 Week 2	NO CLASS – LABOR DAY		
September 8 Week 3	Complete “My Final Answer” (MFA) worksheet with team – Gollnick Chap. 1	<u>Multicultural Education</u> – Gollnick Chap. 1	Personal Cultural Story 15 Pts  MFA - Gollnick –

	<p>Complete MFA (first section only) after reading Nieto – Chap. 5</p> <p>Community groups assigned – Meet as time permits</p>	<p><u><b>Affirming Diversity</b></u> <u><b>Culture, Identity &amp; Learning</b></u> - Nieto Chap. 5</p>	<p>Chap 1 and MFA – Nieto – Chap 5</p>
<p>September 15  Week 4</p>	<p>Library – Introduction to citation form and law cases</p> <p>Legal cases assigned</p> <p>MFA - Nieto – Chap. 3</p> <p>MFA – Spring – Chap. 1</p> <p>Community Group Meetings in class – as time permits</p>	<p><u><b>Affirming Diversity</b></u> Nieto Chap 3</p> <p><u><b>Deculturalization</b></u> Spring – Chap 1</p>	<p>MFA – Nieto – Chap. 3</p> <p>MFA – Spring Chap 1</p>
<p>September 22  Week 5</p>	<p>MFA– Gollnick – Chap 3</p> <p>MFA – Spring – Chap 2</p> <p>What is the purpose of the Community (Anthropologica)l group presentations assignment? Small and full class discussion.</p> <p>Community Group Meetings in class as time permits</p>	<p><u><b>Multi Cultural Education</b></u> – Gollnick – Chap 3</p> <p><u><b>Deculturalization</b></u> Spring – Chap 2</p>	<p>MFA – Gollnick – Chap 3</p> <p>MFA – Spring – Chap 2</p> <p>Collect \$9.00 for MOT - Correct Change please</p>
<p>September 29  Week 6</p>	<p>Community (Anthropologica)l group presentations 1, 2, &amp; 3</p> <p>MFA Spring - Chap 3</p>	<p><u><b>Deculturalization</b></u> Spring - Chap. 3</p>	<p>Anthropological Depiction of Community Presentations 20 Pts.</p> <p>MFA – Spring – Chap. 3</p>

October 6 Week 7	Community (Anthropological) group presentations 4, 5 & 6  MFA - Spring – Chap 4	<u>Deculturalization</u> Spring - Chap. 4	Anthropological Depiction of Community Presentations 20 Pts  MFA – Spring – Chap 4
October 13 Week 8	MFA – Spring – Chap 5  Book Review Sharing – group  Legal Group Meetings to share case stories	<u>Deculturalization</u> Spring - Chap. 5	Book Review Paper Due 15 Pts  MFA – Spring – Chap 5  Written story of your case with copies for all team members
October 20 Week 9	MFA – Spring – Chap. 6  Video – <i>The Lemon Grove Incident</i>  Legal Group Meetings as time permits	<u>Deculturalization</u> Spring – Chap. 6	MFA – Spring – Chap. 6  Your decisions in the legal cases Due 5 Pts
October 27 Week 10	Legal Presentation - Church and State <b>and</b> Discrimination and Free Speech - This will be a very “full” class. Each group should limit their presentations to 1 hr. and 15 min.		Church and State Cases Presentations 30 Pts  And  Discrimination/Free Speech Case Presentations 30 Pts
November 3 Week 11	Legal Presentations – Integration and Bilingual Legal Presentations. This will be a very “full” class. Each group should limit their presentation to 1 hr. and 15 min		Bilingual Case Presentations 30 Pts  And  Integration Case Presentations

			30Pts <b>All Legal Papers Due - 25 Pts</b>
November 10 Week 12	<b>.NO CLASS - UNIVERSITY</b>		
November 17 Week 13	Holocaust Remembrance – Film - <i>Paperclips</i> Meet Survivor/s		
<b>**November 21<sup>st</sup> - Friday</b> <b>Or</b> <b>November 24<sup>th</sup> - Monday</b> Week 14	<b>Museum of Tolerance</b> <b>What is happening today? Is there any relationship to what happened yesterday? What is your responsibility ?</b>		Be at the Museum
December 1 Week 15	<b>MOT –</b> <b><i>Paperclips</i> - Survivor</b> Debriefing Video – <i>Teach</i>		MOT reflection papers due - 20 Pts
December 8 Week 15	TBA		

**PRESENTATION RUBRIC- LEGAL CASE**

<b>On Target 10-9</b>	<b>Close but not there 8-7</b>	<b>Missed the target 6-0</b>
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	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 Conclusion was not well	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
<b>On Target 10-9</b>	<b>Close but not there 8-7</b>	<b>Missed the target 6-0</b>
<b>Presentation Included:</b> 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	<b>Presentation Included:</b> 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	<b>Presentation Included:</b> 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"
<b>On Target 10-9</b>	<b>Close but not there 8-7</b>	<b>Missed the target 6-0</b>
<b>Supporting Material:</b> Technology - Supported and enhanced presentation Handouts - help audience understand presentation Visuals – non – technological Motivational tools Supported, clarified, and grabbed listeners attention	<b>Supporting Material:</b> 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	<b>Supporting Material:</b> No technology used No handouts No non-technological visuals No motivational tools

**LEGAL PAPER GRADING RUBRIC**

Clearly explained the issue/story	Partially explained the issue/story	Explanation of the issue not clear
Described the historical	Partially described the	No historical context

<p>context</p> <p>Clarified the principle that became the legal question</p> <p>Included precedent cases</p> <p>Explained the relationship of the case to today's schools</p> <p>Took a position and defended it</p>	<p>historical context</p> <p>Somewhat explained the principle that became the legal question</p> <p>Limited use of precedent cases</p> <p>Somewhat explained the relationship of the case to today's schools</p> <p>Minimally took a position and defended it</p>	<p>No explanation of the principle that became the legal question</p> <p>No precedent cases</p> <p>No explanation of relationship of case to today's schools</p> <p>No position taken and/or not defended</p>
<p><b>On Target Written Quality 5-4</b></p>	<p><b>Close But Not There 3-2</b></p>	<p><b>Missed The Target 1-0</b></p>
<p>Paper used appropriate grammar</p> <p>Paper contained appropriate citations and format</p> <p>Paper contained all citations</p> <p>Paper contained appropriate bibliography and format</p> <p>Content was organized</p> <p>Paper clearly responded to the content section of the rubric</p> <p>Paper follows established format – see syllabus</p>	<p>Paper contains several grammatical errors</p> <p>Paper contained citations but had format errors</p> <p>Paper missing citations</p> <p>Paper bibliography incomplete or incorrectly formatted</p> <p>Content somewhat disorganized</p> <p>Paper responded to content sections of the rubric</p> <p>Paper had format errors - syllabus</p>	<p>Paper had numerous grammatical errors</p> <p>Paper had numerous citation formatting errors</p> <p>Paper missing all citations</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?

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
TEACHING CREDENTIAL PROGRAM**

**EDUC 520-2**

**Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms**

**Fall, 2008**

Instructor: Dr. Eric Toshalis  
Office: Bell Tower East, 2840  
Telephone: 805.437.3304  
Email: eric.toshalis@csuci.edu  
Class Meeting Time: Mondays, Noon-2:50PM  
Class Meeting Location: Broome Library, Room 1750  
Office Hours: Mondays, 8:00–10:00AM;  
Tuesdays, Noon–2:00PM; & by appt.  
Course Website: accessed through csuci.blackboard.com

**CATALOG COURSE DESCRIPTION**

Through this course students observe children’s behavior in multilingual/multicultural and inclusive classrooms, learn and apply assessment principles and tools; learn how to guide children’s social behavior; and communicate with families.

**COURSE OVERVIEW**

Throughout this course, students observe middle school and/or high school students’ behavior in multilingual/multicultural and inclusive classrooms in order to begin theorizing how they may relate to youth as their teacher. In doing so, students will learn to gather data, check assumptions, triangulate perspectives, and examine social contexts in order to begin guiding adolescents’ social behavior and communicate with families in an effective, culturally responsive manner. This course prioritizes the establishment of a classroom community more than it does the techniques of control or the maintenance of obedience. Consequently, recurring themes include: the development of relationships, trust, safety, transparency, accountability, reciprocity, and adaptability in the classroom. Students will be expected to interrogate their biases and learn to communicate from their social location as they experiment with their thinking about how to best influence adolescent behavior in the classroom. In terms of assessments, students will synthesize what they observe at their school sites with what they learn in EDUC 520-2 and use that knowledge to construct preliminary philosophies about and plans for their classroom community. The objective of these assignments is to begin theorizing and reflecting on the teacher and student behaviors that best support the development of community in the classroom, a practice that is critical to the success of all teachers. It is understood that most students who enroll in this class will have had little to no experience in writing such philosophies and plans; therefore, proper supports and ample opportunities for peer collaboration will be provided to ensure each student’s success.

## **PREREQUISITE(S)**

EDUC 520-2 is a required prerequisite course for the Single Subject Credential Program. There are no formal course prerequisites for this course. Note, however, that students in EDUC 520-2 should be concurrently enrolled in EDUC 521. A minimum of 14 observations at your school site are required during the semester.

## **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, the faculty in the Education Program at CSUCI 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). For a complete listing of which specific CTC standards are aligned and emphasized in this course, please refer to the course website.

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

This course is designed to help students seeking the Single Subjects Credential 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 2: Monitoring Students Learning During Instruction
- TPE 3: Interpretation and Use of Assessments
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 8: Learning about Students
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligations
- TPE 13: Professional Growth

### **STUDENT OUTCOMES**

**Students completing this course will be able to:**

- Describe the differences between behavioral observation, assessment, and evaluation (TPE 2 & 3)

- Describe the advantages and disadvantages of using a variety of behavioral assessments for evaluating student learning and student behavior (TPE 2 & 3)
- Select, construct, and use a variety of behavioral assessment strategies (TPE 2 & 3)
- Observe, record, and assess the learning and behavior of high school and middle school students as individuals and in small and large groups (TPE 2)
- Identify appropriate “classroom management” strategies to promote a developmentally appropriate, culturally responsive, and democratic learning environment (TPE 5, 10, & 11)
- Identify and use appropriate strategies to build relationships with students and their families (TPE 11)
- Use reflection and peer collaboration as tools for professional growth (TPE 13)

### **STANDARDS FOR SUCCESSFUL COMPLETION OF COURSE**

1. Attend *every* session and respect your peers and professor by being on time, returning promptly from breaks, and remaining in class until its conclusion.
2. Participate actively, attentively, critically, and productively in all discussions and activities.
3. Demonstrate your commitment to teaching, learning, your students, and your peers by reading *all* assigned texts *prior* to each session.
4. Satisfactorily complete by the posted due dates each written assignment.

Due to the interactive and cumulative nature of courses in the Single Subject Credential Program, each student is expected to attend *every* session. Attendance will be taken. If you cannot attend a session, you must contact Dr. Toshalis by phone or email *prior* to the course meeting time to explain your circumstances. Participants who miss one session will be expected to complete a two-page brief that pertains to the content covered on the day of the missed session (this will not count as one of the required six briefs explained below). Note that if you miss more than one session, it *will* negatively impact your grade (see self-evaluation form on the course website), and students who miss more than two sessions will be advised to withdraw from the course.

### **POLICY ON ELECTRONIC DEVICES**

To support one another’s learning and enhance individual and collective focus, all cell phones and pagers will need to be silenced during class time. In addition, please refrain from both texting and “surfing” the web during class activities and lectures. If you need to communicate electronically or check the internet for something during our course meeting time, please do so at the break. Your cooperation is appreciated.

### **STUDENTS WITH SPECIAL NEEDS**

CSUCI is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

With regard to EDUC 520-2 specifically, individuals who are differently abled in a way that may affect their ability to perform optimally in this course or at their school site are encouraged to

inform Dr. Toshalis *at the start of the semester* with a written explanation. Students are also requested to contact Disability Accommodation Services at the beginning of the semester to document their disability and obtain support. Methods, materials, activities, and/or assignments will be modified in such cases in order to provide for equitable participation.

### **REQUIRED TEXTS**

Borich, G. D. & Martin, D. B. (2008). *Observation skills for effective teaching* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Weinstein, C. S. (2007). *Middle and secondary classroom management: Lessons from research and practice* (3rd ed.). Boston: McGraw-Hill.

Note that additional articles will be announced, assigned, and posted on the course website for retrieval as the semester unfolds.

### **GRADING POLICIES**

See the CSUCI General Catalogue for grading policies that cover all courses, and please review the academic dishonesty policy there as well. All policies therein pertain to this course. Papers with plagiarized ideas or language will be graded “F” and must be rewritten with proper quotations and referencing if the student intends to pass the course for credit. The grade of “F” will remain the recorded grade on that assignment. In cases where cheating or plagiarism was premeditated, students may receive an “F” for the course.

Individual assignments will receive substantive narrative feedback as well as a letter grade. There are three letter grades that submitted work may earn:

A = “exemplary”

B = “satisfactory”

C = “unsatisfactory” or “revise & resubmit”

A and B grades are considered passing; C is not. No “plus” or “minus” grades will be given for course assignments. If your work is unsatisfactory such that you receive a grade of C on any assignment, you have the option to negotiate with Dr. Toshalis the earliest possible re-submission date for a revised version. If you choose not to revise and resubmit, the grade will remain a C. Failure to earn satisfactory or exemplary (i.e., A or B) marks on the majority of your work in EDUC 520-2 will result in a grade of C or lower, which does not meet basic expectations for admittance into CSUCI’s credential programs.

In general, all assignments must be submitted on their due dates. **Late work will not be accepted.** Should unpredictable life events interfere with your ability to complete an assignment on time, please contact Dr. Toshalis to discuss options *before* the assignment’s due date.

To assist in the formulation of your grade in EDUC 520-2, rubrics will be distributed or posted online for most assignments well before their due dates. All assignments, whether written, oral, or graphic, will be assessed both for content (i.e., level of detail, logic of argument, synthesis of information, depth of analysis, pertinence to the topic, scope of coverage, etc.) and for mechanics (i.e., grammar, spelling, format, adherence to APA style, timing, clarity, aesthetics, etc.). Use of the writing center is highly encouraged. All written assignments must be submitted in hard copy (please, no email or fax submissions).

All written assignments, unless otherwise specified, must adhere to the following format requirements:

- double-spaced text on 8.5 x 11” paper, stapled in the upper-left corner

- 12 point Garamond, Times, or Times New Roman font
- one inch margins on all four sides
- normal kerning and spacing
- each page numbered in the upper- or lower-right corner.

Please use APA format for all citations, quotations, and bibliographic material. In addition to consulting online APA guides (some are posted on the course website—click the “external links” button), it is recommended that students either consult any of several printed APA guides available in the library reference area or purchase for themselves a guide to the APA style, such as:

Houghton, P. M., Houghton, T. J., & Peters, M. F. (2005). *APA--the easy way*. Flint, MI: Baker College.

Perrin, R. (2007). *Pocket guide to APA style* (2nd ed.). Boston: Houghton Mifflin.

## **COURSE ASSIGNMENTS**

1. **Briefs & Reading Groups** (TPEs addressed: 6, 11, 12, 13): *To form optimal relationships with youth it is important that we develop in our capacity to converse with and listen to others about what we’re doing in the classroom, why we’re doing it, and how it’s working. For this reason, as part of this course, you will be required to join your peers in a weekly conversation about the meaning you are making of the readings for that week. The goal in this activity is to inspire a critical and productive conversation about the claims of the text(s), the pitfalls and possibilities of its argument, and what’s at stake (and for whom) in the particular practices or implications it suggests. You have considerable latitude in how you choose to engage both the text and your peers in this assignment, but the minimum expectations are these:*
  - a. *You will select six weeks from the semester (from sessions 2-13 only) during which you will prepare a two-page brief. The purpose of the brief is to prepare you for your discussion with your reading group and to give your instructor a chance to evaluate your engagement with the course texts. The brief should be written following the formatting guidelines specified above, should be submitted during the week in which the readings were assigned, and should not exceed two pages. A rubric is posted on the course website to guide you in your writing and inform you of how your briefs will be graded. In general, your brief should neither regurgitate content from the readings nor quote heavily from them; rather, it should synthesize crucial material in a way that highlights the most poignant themes and issues addressed in the text, as you see them. One way to do this would be to use the first page to explain how the readings for that week address a question or concern you have (if you must quote, do so only sparingly, and make sure you demonstrate that you did all the readings, not just one or part of one) and the second page to describe your evaluation of and reflections on that content (I am interested in your perspectives, but clarity and brevity are crucial since you have only a short space to state your ideas). Important note: you are expected to do the readings each week regardless of whether you write a brief. Your reading group will be depending on you to come prepared to discuss the readings whether you wrote a brief or not.*
  - b. *At the beginning of most if not all of our meetings, you will be placed into a group of three to five of your peers. On the screen or board will be a discussion prompt and you will be expected to discuss collaboratively your various perspectives on the*

*readings (using your brief as a jumping of point, if you wrote one for that week), share experiences that inform them, and describe relevant observations you may have made at your EDUC 521 site. You are invited to be critical and to bring your life's experiences to bear on your reading of one another's responses, and, simultaneously, you are asked to be civil as you learn to engage each other as fellow professionals/educators/colleagues. Most of all, I urge you to have fun with the discussions and take some risks in trying new ideas, considering others' perspectives, and envisioning yourself in the classroom.*

2. **Observation Data** (TPEs addressed: 2, 3, 5, 6, 8, 10, 11): *The construction and maintenance of a classroom community depends on observation as much as instruction. A teacher, like all professionals, should base pedagogical decisions on known information rather than assumptions and vague perceptions. Thus, good teaching requires a well-prepared, focused, and flexible eye in order to assess behavior, mood, engagement, interest, progress, as well as the ebb and flow of emotions in students. To accurately see and hear what is occurring in the classroom, a teacher needs to develop the skills and learn the tools of classroom observation. Like any other skill set, they must be learned and practiced. In EDUC 520-2, you will be taught a series of methods that teachers (and teacher evaluators) use to observe classroom activities. These methods are designed to gather different types of data on both the actions of the teacher and the students. You will be required to practice many of these methods as you observe in your EDUC 521 placement. In doing so, it will be very important that you learn the discipline of separating your observations from your inferences. The data you gather will become the evidence you will use to support your assertions in your briefs, reading group discussions, your discussions with your supervisor, and the assignments below. I will collect your data and review it twice during the semester (see the schedule for collection dates) to make sure you are: using multiple methods to answer different questions or investigate concerns; establishing a consistent practice of data-gathering; and, separating inferences from observations.*
  
3. **Learning Environment Summary** (TPEs addressed: 2, 3, 5, 6, 8, 10, 11): *Create a poster to share in class depicting your EDUC 521 classroom, and a paper that examines what that space communicates about the learning community therein. Please do not identify the school or the teacher's name on your poster or in your paper. For the poster, required components include but are not limited to the following:*
  - a. *A map of the classroom showing furniture, windows, doors, closets, shelving, media, etc.*
  - b. *4-6 photographs of important aspects of the physical environment (take care that you do not include children in these pictures);*
  - c. *Notes about the physical environment in terms of how it serves all members of the class in three areas:*
    - *visibility — students' ability to see screen, board, TV, teacher, one another*
    - *accessibility — ease of movement around the classroom for teacher and all students; trouble-free access to materials and tools*
    - *focus-ability (vs. distractibility) — extent to which design of room and arrangement of furniture facilitates focus, and what the layout communicates the nature or subjects of that focus*

- d. *The paper has two parts. For part one, analyze your EDUC 521 classroom using Steele’s five functions of the environment as your analytical lens (see Weinstein, 2007, pp. 32-52). Highlight the extent to which your cooperating teacher has addressed each of the five areas then describe which of the five seem to be prioritized by her/him. In making your claims, be sure to cite evidence from your pictures, map, and observations (i.e., inferences are not enough—provide data!). Do your best to describe what effect this prioritization has on the learning environment, both positive and negative. For part two of your paper, reflect on what you believe to be the relationship between a teacher’s authority and the quality of the learning environment. You are encouraged to gather ideas for part two by interviewing your cooperating teacher (and other teachers) about how they understand authority when co-creating a learning community. Sample starter questions to help guide your thoughts for this brief essay might be:*
- *From your perspective, what exactly is “authority”? How is it represented in the classroom and how does it shape teacher and student behaviors?*
  - *In your experience as a middle, high school, and college student, how has your conception of a teacher’s authority mattered to you?*
  - *What do effective teachers actually do to help them to possess, build, share, and/or maintain authority? (feel free to substitute whatever verbs you believe fit best there)*
  - *How does the style or type of authority affect a learning environment, and what kind of style/type do you hope to cultivate as a teacher?*
4. ***Class Norms and Routines*** (TPEs addressed: 2, 5, 6, 10, 11): *Weinstein (2007, pp. 96-118) takes care to distinguish between norms (i.e., rules that apply in every classroom context) and routines (i.e., specific procedures designed to promote “flow,” ensuring that the class, the lessons, and class members’ interactions run as smoothly and purposefully as possible).*
- a. *In part one, identify and describe the norms, class-running routines, lesson-running routines, and interaction routines that are in place in your EDUC 521 class. It is important that you distinguish between each of these separate items even if your cooperating teacher does not. A listing of each of your cooperating teacher’s norms and routines with several sentences or a few paragraphs of explanation under each will suffice. If you have observational data on how those norms or routines were developed/discussed, include them as a way of contextualizing how the learning community has adopted or adapted to them.*
- *Important note: As you work on the first part of this assignment, please note that it can be tempting to approach this kind of classroom observation from an overly critical perspective. While I strongly believe it is essential to develop a critical perspective and hold people accountable for the effects of their actions, please work to cultivate an attitude of humility and respectful inquiry in your student teaching placement. Your cooperating teacher has volunteered to open her/his classroom to you so it is prudent to approach that gift with reverence for the decisions s/he has made. Asking questions of your cooperating teacher likely will promote far greater collaboration and growth than pointing fingers and denigrating practices. Seek first to understand how and why class norms and procedures are designed in the way that they are,*

*then devote your critical energies to developing your own ideas and identity as a teacher.*

- b. *In part two, describe what you imagine your own approach might be in establishing/negotiating norms and routines in an optimal learning environment. Questions to be answered in this second part can include (but aren't limited to) the following:*
- *What kind of a classroom environment do you hope to create with/for your students, and what role will norms and procedures play in helping you to achieve this goal? Be specific here — no grand plans or formless hopes.*
  - *What do you see as the 3-5 most important class norms you might establish or negotiate, and why?*
  - *How will the norms that define your expectations for behavior be established? What might you do to teach them? How might you have your students create them with/for you?*
  - *What specific routines do you think you might implement in your classroom (e.g., beginning/ending class, speaking turns, establishing quiet or signaling transitions, homework submission, pencil-sharpening, bathroom usage, etc.)?*
  - *How and when will you provide opportunities for students to discuss norms and practice routines, and why might such work be important to your learning community?*
5. **Community Development Plan** (TPEs addressed: 2, 3, 5, 6, 10, 11): *Create a plan that describes your proposed approach to observing and guiding behavior in your future classroom. Your plan must include the following components, each of which will be described and discussed later in the course, and each of which must be presented in a format/style that would be appropriate for posting in a classroom, distributing to peers, parents, and students, or bringing to a job interview.*
- a. **Philosophy of Community Development**: *What is your vision? From what beliefs/assumptions does it emerge? Why do you adhere to these perspectives? This is where you provide in narrative form an overarching rationale for all that follows. These are the beliefs, values, perspectives, and assumptions that guide your emerging approach.*
  - b. **Classroom Norms and Procedures**: *This is essentially the actualized, classroom-ready version of what you wrote for assignment 4 above. Provide a narrative that briefly explains the rationale for each of the documents you will include in your appendix.*
  - c. **Prevention Strategies**: *What specific behaviors will you proactively seek to prevent? How will you do this and when? Pick a two to four behaviors you have observed and know you'll want to address when you have your own classroom. Describe what you will do to try to prevent such behaviors.*
  - d. **Intervention Strategies**: *When behaviors occur that you need to stop, how will you intervene? For what purpose? To affect what end? With whom? When? How? Using the same behaviors you highlighted in section 5c above, describe what you will do when your prevention strategies fail.*
  - e. **Parent Communication Strategies**: *What methods will you employ to reach and draw support from parents? For what purposes? When? How? Be specific and provide*

*examples of the documents you may use (syllabus, letters home, parent contact records, grade reports, etc.) in your appendix.*

- 6. Student Case Study and a Mock Study Team Meeting** (TPEs addressed: 2, 3, 5, 6, 8, 12): Choose one student whose behavior you will try to understand through the collection of both qualitative and quantitative data. The student you choose (with your cooperating teacher's input) should be the one you feel you least understand in the classroom, i.e., the one whose behavior and background is least familiar or predictable to you. You will systematically observe and document this student's behavior over a 3-5 week period using at least three different data gathering methods (see assignment #2 above), taking care to separate your observations from your inferences. You will then triangulate the data you collect by seeking information from at least three other sources, such as: other teachers, administrators, parents/relatives, cumulative files, written work, bus drivers, janitors, school psychologists, counselors, coaches, librarians, social workers, imams/pastors/priests/ rabbis, etc. Make sure you get permission from your CT and/or any relevant administrators before seeking information from any sources other than teachers. You will then use the data you collect to plan and facilitate a mock Student Study Team (SST) meeting. These mock SSTs will be held during class at the end of the semester and will give you an opportunity to: (1) present your chosen student to 3-4 classmates in a small group setting; (2) share selected qualitative and quantitative data that you have collected as well as your tentative interpretations of that data; and (3) ask questions to generate a discussion that should give you additional ideas about how to understand, reach, and teach this student effectively. Rather than being limited by your current role as an observer in your EDUC 521 classroom, please prepare to facilitate this conversation as if you were the full-time teacher of this student. In other words, prepare to act as if you have the institutional authority to solicit and implement the ideas of your "colleagues." During the mock SSTs, your classmates will be acting as full-time teachers, parents, and/or the child's advocate. At the conclusion of the mock SST, your classmates will supply you with suggestions for how to best address your student's behavior. Using those suggestions, you will submit by the end of class that day an "action plan" that describes what you and other colleagues would likely do to meet this student's needs. In preparation for leading a discussion about the student you've chosen to present at your mock SST meeting, you will be required to submit to your professor a written outline for your SST meeting and attach to it photocopies of any and all pertinent data you collected. Your detailed outline should adhere to the following structure:
- a. Opening introduction & agenda-setting: What exactly will you say to set the tone and share your goal(s) for the meeting? What do you hope to gain? Why gather these people to talk about this person? Note that you must use a pseudonym for your student to protect her/his anonymity.
  - b. Description of student: Who is the student with whom you are concerned? What are her/his strengths & weaknesses, likes & dislikes? What is her/his background (schooling history, residency, family members, academic achievement, hobbies, culture, ethnicity, race, socioeconomic status, etc.)? Which of his/her behaviors caused you to become concerned?
  - c. Pertinent observational data and your interpretations of that data (remember, these are two separate things): quotes, anecdotes, examples of student work, notes from your data collection, descriptions of incidents, etc. that you can share to illustrate the

reasons for your concerns/questions, and to help this child to become more real in the minds of your colleagues. What did you see in these data? Make direct connections between the data and your inferences. Make sure you obscure any identifiers in the data to protect the anonymity of your student.

- In addition to other data sources listed above, you must supply at least three dated entries in which you specifically record your chosen student's behaviors.
  - Different modes of data gathering should be used (i.e., you should not have been "just taking notes" but instead should have used several of the many observational tools detailed and practiced in the beginning of the course—see assignment #2).
  - Loose impressions are NOT enough; your interpretations must be data-driven and you must separate inferences from observations.
- d. Questions to guide SST discussion: What questions do you plan to ask your colleagues in order to get them to help you better understand and teach this child? You should have a specific list of questions you want help in answering that focus on what educators need to do to meet the student's needs, not what the student needs to do to meet educators' expectations. This difference is critical!

**Note: on the following two pages, the topics, assignments, and readings are subject to change with notice.**

<b>D a t e</b>	<b>Topics/Activities</b>	<b>Readings</b>	<b>Assignments</b>
Session 1 8/25	<ul style="list-style-type: none"> <li>• Syllabus overview</li> <li>• Observing behavior: data-based decision-making</li> <li>• Guiding behavior: doing discipline and being disciplined</li> <li>• Negotiating a community vs. managing a classroom, here and elsewhere</li> <li>• INTASC, NBPTS, NCATE, CCTC, &amp; CSUCI standards as "disciplines"</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Self Evaluation Form</li> <li>• Blackboard website</li> <li>• Toshalis, (2007a)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin Assignment #2</li> </ul>
Session 2 9/8	<ul style="list-style-type: none"> <li>• What's your role in the classroom? What's your relationship to the cooperating teacher and students?</li> <li>• Why observe in the classroom? What can be gained through such work?</li> <li>• What are the functions of the classroom setting? Who do they serve?</li> </ul>	<ul style="list-style-type: none"> <li>• Borich, chps. 1-2</li> <li>• Weinstein, chp. 2</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the weeks in which you will submit briefs to meet the requirements of Assignment #1</li> </ul>
Session 3 9/15	<ul style="list-style-type: none"> <li>• What do we look for when we observe classroom behavior? How do we look?</li> <li>• What tools should we use to gather data on classroom behavior? (part 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Borich, chps. 3-4</li> <li>• Toshalis, (2007b)</li> <li>• Additional obs. tools will</li> </ul>	<ul style="list-style-type: none"> <li>• You should be gathering data for Assignment #3 by now</li> </ul>

		be distributed in class	
Session 4 9/22	<ul style="list-style-type: none"> <li>• What tools should we use to gather data on classroom behavior? (part 2)</li> <li>• How might we analyze student behavior relative to our own?</li> <li>• What concerns typically shape teachers' behaviors throughout their career?</li> </ul>	<ul style="list-style-type: none"> <li>• Borich, chps. 6-7 (&amp; skim chp. 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan ahead for completing assignment #3</li> <li>• Keep gathering data for assignment #2</li> </ul>
Session 5 9/29	<ul style="list-style-type: none"> <li>• How do teachers and students “set the tone” in multicultural classrooms? What tone(s) should be set?</li> <li>• How might you negotiate (rather than dictate) norms with diverse students? How are norms different from procedures?</li> <li>• How might one hold a “class meeting”?</li> </ul>	<ul style="list-style-type: none"> <li>• Weinstein, chps. 3 &amp; 4</li> <li>• Borich, p. 175-180</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment #2 due:</b> submit the first set of the data you've collected</li> </ul>
Session 6 10/6	<ul style="list-style-type: none"> <li>• What are valid sources of authority in the classroom? Whose definition of “valid” and “authority” do you trust? Who possesses classroom authority? How is it lost/gained?</li> <li>• How is power distributed in the classroom and for what purpose(s)?</li> <li>• What effect might punishment and reward have on a classroom community?</li> </ul>	<ul style="list-style-type: none"> <li>• Article: Pace (2003)</li> <li>• Selection: Kohn (1996), chp 3.</li> <li>• Schimmel (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading group check-in (to be done in class)</li> </ul>
Session 7 10/13	<ul style="list-style-type: none"> <li>• How do teachers keep things engaging to minimize the attraction of off-task or disruptive behaviors?</li> <li>• What are some proven verbal and nonverbal techniques for guiding student behavior?</li> </ul>	<ul style="list-style-type: none"> <li>• Weinstein, chp. 7 &amp; 11</li> <li>• Borich, chp. 8</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment #3 due</b></li> </ul>

<b>D a t e</b>	<b>Topics/Activities</b>	<b>Readings</b>	<b>Assignments</b>
Session 8 10/20	<ul style="list-style-type: none"> <li>• What is “chaos” and what is “order” in a classroom?</li> <li>• How do I address common problems that arise in groupwork? With homework?</li> <li>• What are some ways to begin thinking about directing discussions and promoting flow in learning activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Weinstein, chps. 9 &amp; 10</li> <li>• Article: Bryan &amp; Burstein (2004)</li> <li>• Article: Lotan (2003)</li> </ul>	<ul style="list-style-type: none"> <li>• Keep gathering data for assignment #2</li> </ul>
Session 9 10/27	<ul style="list-style-type: none"> <li>• What are the social and emotional aspects of classroom behavior?</li> <li>• How might I understand my own emotions and vulnerabilities as a teacher?</li> </ul>	<ul style="list-style-type: none"> <li>• Article: Elias &amp; Schwab (2006)</li> <li>• Reading TBD based on student needs/interests</li> </ul>	<ul style="list-style-type: none"> <li>• Select your student and begin gathering data for Assignment #6 about now</li> </ul>
Session 10	<ul style="list-style-type: none"> <li>• How might we understand student (and</li> </ul>	<ul style="list-style-type: none"> <li>• Article: Sheets (1996)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment #4 due</b></li> </ul>

11/3	<p>teacher) resistance in the classroom?</p> <ul style="list-style-type: none"> <li>• What should we label “misbehavior” and what is simply “behavior”?</li> <li>• What are some common interpretive gaps between teachers and students when it comes to classroom discipline?</li> <li>• Informal mid-course evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Article: Franquiz &amp; Salazar (2004)</li> <li>• Article: Ward (2007)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading group check-in (to be done in class)</li> <li>• Reminder: make sure you’re on track to meet the requirements of Assignment #1</li> </ul>
Session 11 11/17	<ul style="list-style-type: none"> <li>• How might I create classroom behavioral accommodations for students with ADD, ADHD, Asperger’s Syndrome, depression, OCD, bipolar disorder, and others?</li> <li>• What are some pitfalls and possibilities in communicating with students’ families?</li> <li>• In what ways can I involve families in my classroom community?</li> </ul>	<ul style="list-style-type: none"> <li>• Weinstein, chp. 5 &amp; 12</li> <li>• Article: Curran (2003)</li> <li>• Article: Lightfoot (2004)</li> <li>• Skim “invaluable tips” in eReserves too</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment #2 due:</b> submit all the data you’ve collected thus far, including previous submission w/ comments</li> <li>• Reading group check-in (to be done in class)</li> </ul>
Session 12 11/24	<ul style="list-style-type: none"> <li>• What is: “culturally responsive classroom management,” “warm demander” pedagogy, and “authentic care”?</li> <li>• How does my social location shape my perceptions, and how might that affect what I observe and decide in the classroom?</li> </ul>	<ul style="list-style-type: none"> <li>• Article: Gay (2006)</li> <li>• Article: Cushman (2003)</li> <li>• Borich, chp. 10</li> </ul>	<ul style="list-style-type: none"> <li>• You should have some data on your student for Assignment #6 by now: what else do you need to get a complete picture?</li> <li>• Begin analyzing and writing Assignment #5</li> </ul>
Session 13 12/1	<ul style="list-style-type: none"> <li>• How might I help to protect <i>all</i> students in my classroom from harm and abuse?</li> <li>• How should I understand what a “safe classroom” is? Safe for whom? From what?</li> <li>• How might I address teasing and bullying?</li> <li>• What affects do zero tolerance policies have on classrooms and students?</li> <li>• Course evaluations: SETEs</li> </ul>	<ul style="list-style-type: none"> <li>• Article: Civil Rights Project (2000)</li> <li>• Article: Gordon (1983)</li> <li>• Weinstein, chp. 13</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment #5 due</b></li> <li>• Do you have enough triangulated data for Assignment #6?</li> <li>• Are you ready for the SSTs next week?</li> </ul>
Session 14 12/8 1:00- 3:00PM	<ul style="list-style-type: none"> <li>• <b>NOTE THE SPECIAL TIME</b></li> <li>• Mock SSTs held in class</li> <li>• Conclusions &amp; implications</li> </ul>	<ul style="list-style-type: none"> <li>• No readings for today</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment #6 due</b></li> </ul>

## 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. 11 (Monday) and Feb. 12 (Tuesday)**

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 3 (Monday) and March 4 (Tuesday)**

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 14 (Monday) and April 15 (Tuesday)**

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 28 (Monday) and April 29 (Tuesday)**



**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
SCHOOL OF EDUCATION  
TEACHING CREDENTIAL PROGRAM  
EDSS 515**

**Adolescent Development for Secondary Educators  
Spring, 2009**

Instructor: Dr. Eric Toshalis  
Office: Bell Tower East, 2840  
Telephone: 805.437.3304  
Email: eric.toshalis@csuci.edu  
Class Meeting Time: Wednesdays, 6:00-8:50PM  
Class Meeting Location: Broome Library, 1750  
Office Hours: M/10:30-12:30, Tu/8:00-10:00, & by appt.  
Course Website: accessed through csuci.blackboard.com

**CATALOG COURSE DESCRIPTION**

Course focuses on specific aspects of adolescent development that influence teacher-student interactions and relationships in secondary classrooms. In particular, it emphasizes the particular challenges and possibilities teachers encounter when working with adolescent students across differences in culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status.

**COURSE OVERVIEW**

The most worthy point of any developmental theory lies not in its capacity simply to diagnose an individual; rather, developmental theorists find their most fitting vocation in enabling us to respond to the question, What do the developing person and his or her community now mean to each other?

— Sharon Parks, *Critical Years*, 1986, p. 62

Designed for future teachers of middle and high school students, this course focuses on specific aspects of adolescent development that often shape interactions and relationships in the classroom. Central to this course are two questions: 1) “How do adolescents construct a sense of self in relation to their school, their teachers, and their larger social contexts?” and 2) “How might I as a teacher use developmental theory and research to better relate to and promote the achievement of adolescents in my classroom?” Course readings, discussions, and assignments emphasize the particular challenges and possibilities teachers encounter when working with adolescent students across differences in culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status.

**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.

**PREREQUISITE(S)**

There are no formal prerequisites for this course, though previous coursework in introductory psychology would be helpful.

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

This course is designed to help students seeking admittance into CSUCI's Single Subject Teaching Credential Program develop the skills, knowledge, and dispositions necessary to assist schools and districts in implementing an effective program for all students. To that end, the following TPEs are addressed in this course:

- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 8: Learning about Students
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligations
- TPE 13: Professional Growth
- 

## **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). The following CCTC Program Standards are covered in this course. Please refer to the Single Subject Handbook for a full listing of the elements.

Program Standard 3: Relationships Between Theory and Practice

Program Standard 4: Pedagogical Thought and Reflective Practice

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

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

Program Standard 11: Preparation to Use Educational Ideas and Research

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

Program Standard 13: Preparation to Teach English Learners

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

## **STUDENT OUTCOMES**

This is a required course for students seeking admission to CSUCI's Single Subject Teaching Credential Program. Upon completion of the course, students will be able to:

- survey and synthesize both historical and contemporary developmental theories that directly pertain to classroom behaviors and teacher-student understanding;
- describe the role education plays in adolescents' understanding and experience of their identities, especially as those identities are shaped by social, psychological, and pedagogical influences;
- apply various theories of adolescent development to classroom interactions and teaching practices such that adolescent well-being and academic achievement are optimized.
- 

## **STANDARDS FOR SUCCESSFUL COMPLETION OF COURSE**

1. Attend *every* session and respect your peers and professor by being on time, returning promptly from breaks, and remaining in class until its conclusion.

2. Participate actively, attentively, critically, and productively in all discussions and activities.
3. Demonstrate your commitment to teaching, learning, your students, and your peers by reading *all* assigned texts *prior* to each session.
4. Satisfactorily complete by the posted due dates each written assignment.

Due to the interactive and cumulative nature of courses that prepare students to enter CSUCI's Single Subject Credential Program, each student is expected to attend *every* session. Attendance will be taken. If you cannot attend a session, you must contact Dr. Toshalis by phone or email *prior* to the course meeting time to explain your circumstances.

Students who miss one session will be expected to complete a two-page brief that pertains to the content covered on the day of the missed session. Satisfactory completion of this one brief will effectively “excuse” you from this single absence. Though this brief will not count as one of your regular briefs (see assignments below), it will be assessed in the same manner. Note that if you miss more than one session, it *will* negatively impact your grade (see grade distribution below), and students who miss more than two sessions will be advised to withdraw from the course.

### **POLICY ON ELECTRONIC DEVICES**

To support one another's learning and enhance individual and collective focus, all cell phones and pagers will need to be silenced during class time. In addition, please refrain from both texting and “surfing” the web during class activities and lectures. If you need to communicate electronically or check the internet for something during our course meeting time, please do so at the break. Your cooperation is appreciated.

### **STUDENTS WITH SPECIAL NEEDS**

CSUCI is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

With regard to EDSS 515 specifically, individuals who are differently abled in a way that may affect their ability to perform optimally in this course or at their school site are encouraged to inform Dr. Toshalis *at the start of the semester* with a written explanation. Students are also requested to contact Disability Accommodation Services at the beginning of the semester to document their disability and obtain support. Methods, materials, activities, and/or assignments will be modified in such cases in order to provide for equitable participation.

### **REQUIRED TEXTS**

Nakkula, M. J. & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators*. Cambridge, MA: Harvard Education Press.

Nichols, S. L. & Good, T. L. (2004). *America's teenagers—myths and realities: Media images, schooling, and the social costs of careless indifference*. Mahwah, NJ: Lawrence Erlbaum Associates.

Sadowski, M. J. (2008). *Adolescents at school: Perspectives on youth, identity, and education* (2<sup>nd</sup> ed.). Cambridge, MA: Harvard Education Press.

Note that additional articles and excerpts will be announced, assigned, and posted on the course website for retrieval. See the schedule below for the citations and sequence of those readings.

## GRADING POLICIES

See the CSUCI General Catalogue for general grading policies that cover all courses. For EDSS 515 in particular, rubrics will be distributed or posted online for most assignments well before their due dates. All assignments, whether written or oral, will be assessed both for content (i.e., level of detail, logic of argument, synthesis of information, depth of analysis, pertinence to the topic, etc.) and for mechanics (i.e., grammar, spelling, format, adherence to APA style, timing, clarity, etc.). Use of the writing center is highly encouraged. All written assignments must be submitted in hard copy (please, no email or fax submissions).

Individual assignments will receive substantive narrative feedback as well as a letter grade. There are three letter grades that submitted work may earn:

A = “exemplary”

B = “satisfactory”

C = “unsatisfactory” or “revise & resubmit”

A and B grades are considered passing; C is not. No “plus” or “minus” grades will be given. If your work is unsatisfactory such that you receive a grade of C on any assignment, you have the option to negotiate with Dr. Toshalis the earliest possible re-submission date so as not to fall behind in the semester. If you choose not to revise and resubmit, the grade will remain a C. Failure to earn satisfactory or exemplary (i.e., A or B) marks on the majority of your work in EDSS 515 will result in a grade of C or lower, which does not meet basic expectations for admittance into CSUCI’s credential programs.

In general, all assignments must be submitted on their due dates. Late work will not be accepted. Should unpredictable life events interfere with your ability to complete an assignment on time, please contact Dr. Toshalis to discuss options *before* its due date.

All written assignments, unless otherwise notified, must adhere to these format requirements:

- double-spaced text on 8.5 x 11” paper, stapled in the upper-left corner
- 12 point Garamond, Times, or Times New Roman font
- one inch margins on all four sides
- normal kerning and spacing
- each page numbered in the upper-right corner.
- 

Please use APA format for all citations, quotations, and bibliographic material. In addition to consulting online APA guides posted on the course website, it is recommended that students either consult any of several printed APA guides available in the library reference area or purchase for themselves a guide to the APA style, such as:

Houghton, P. M., Houghton, T. J., & Peters, M. F. (2005). *APA--the easy way*. Flint, MI: Baker College.

Perrin, R. (2007). *Pocket guide to APA style* (2nd ed.). Boston: Houghton Mifflin.

There will be no tolerance for plagiarism or any other academic dishonesty. All policies detailed in the CSUCI catalog regarding consequences for academic dishonesty will be followed. In particular,

papers with plagiarized ideas or language will be graded “NC” and must be rewritten with proper quotations and referencing if the student intends to pass the course for credit. The grade of “NC” will remain the recorded grade on that assignment. In cases where cheating or plagiarism was premeditated, students may receive an “NC” for the course.

## **COURSE ASSIGNMENTS**

**Briefs** (meets these TPEs: 6, 8, 12, 13)

To form optimal relationships with youth it is important that we develop in our capacity to converse with and listen to others about life experiences, interpretations of texts, and perspectives on events. For this reason, as part of this course, you will be required to join your peers in a weekly conversation about the meaning you are making of the readings for that week. The goal in this activity is to inspire a critical and productive conversation about the claims of the text(s), the pitfalls and possibilities of its argument, and what’s at stake (and for whom) in the particular practices or implications it suggests. You have considerable latitude in how you choose to engage both the text and your peers in this assignment, but the minimum expectations are these:

a. You will select three weeks from the semester (from sessions 2-15 only) in which you will prepare a two-page brief to submit to your professor. *The brief is due during the week in which the readings are assigned.* The brief should be written following the formatting guidelines specified above and *should not exceed two pages.* A rubric is posted on the course website to guide you in your writing and inform you of how your briefs will be assessed. In general, your brief should neither regurgitate content from the readings nor quote heavily from them; rather, it should synthesize crucial material in a way that highlights the most poignant themes and issues addressed in the text, as you see them. Specific attention should be paid whenever possible to how the readings pertain to experiences in school. One way to do this would be to use the first page to explain how the readings for that week address an educational concern of yours (quote only sparingly, but make sure you demonstrate that you actually did *all* the readings) and the second page to describe your evaluation of and reflections on that content (I am interested in your perspectives, but clarity and brevity are crucial since you have only a short space to state your ideas). *Important note: you are expected to do the readings each week regardless of whether you write a brief. Your reading group will be depending on you to come prepared to discuss the readings whether you wrote a brief or not.*

b. At the beginning of most if not all of our meetings, you will be placed into a group of three to four of your peers. On the screen or board will be a prompt and you will be expected to discuss collaboratively your various perspectives on the readings (using your brief as a jumping off point, if you wrote one for that week), share experiences that inform them, and listen actively to your groupmates’ contributions. You are invited to be critical and to bring your life’s experiences to bear on your perception of the readings, and, simultaneously, you are asked to be civil with one another as you learn to engage fellow professionals/educators/colleagues. Most of all, I urge you to have fun with the discussions and take some risks in trying new ideas, considering others’ perspectives, and envisioning yourself with youth in the classroom.

**Exploration Paper** (meets these TPEs: 6, 8, 11)

To understand the interplay between theories of adolescent development, schooling experiences, popular characterizations, and “youth culture,” it is important that we consider the full ecology of adolescent lives. To help you begin this work, you will choose one of the following five options for this assignment. Regardless of which option you choose, make sure your paper is well-written,

cogent, insightful, and resonant with middle and high school adolescent experiences. *In your paper, you are required to incorporate—substantively—at least two readings from the course, though more is encouraged.* Your paper will be graded on the depth of your analysis, how well it synthesizes course themes, and the quality of your writing. Papers should be six to eight pages in length and should adhere to the formatting guidelines detailed above. Each paper will be posted on the course website for all students to access and everyone will be required to read and respond to two other students' papers. Details about how and when to upload your paper will be provided in class. The options are as follows:

Option #1: Observing youth in a space outside school

*Please note that you are required to meet with Dr. Toshalis prior to beginning any work on this option.*

Pretend you are a researcher attempting to understand adolescent behavior and youth culture. Go to several spaces adolescents may inhabit: the mall, a middle or high school athletic event or performance, a skate park, the beach, a café, a restaurant, a local park, a bookstore, a clothing store, an ice cream shop, a church youth group, a soccer match, a pickup basketball game, an after-school program, etc. Observe their social interactions with each other and with older or younger folks around them (be unobtrusive!), listen to the language they use, analyze their appearance, observe how they perform their gender/race/ethnicity/sexuality/SES identities, and watch the decisions they make when they are outside the classroom. How are the various groups and settings you observe similar, and how are they different? What contextual factors might be influencing their behaviors? What happens when those factors shift? How do your observations/interpretations relate to the course content? Write a paper that includes a detailed account of your observations (please include your dated notes as appendices) and your interpretations of what you saw. *Work hard to be descriptive rather than judgmental.* In your paper, make sure you integrate concepts from the readings and lectures as per the general description above.

Option #2: Case study based on personal interview

*Please note that you are required to meet with Dr. Toshalis prior to beginning any work on this option.*

Conduct an informal interview with an actual adolescent. Make an appointment to speak with 12-18 year-old you know, or use a contact (neighbor, friend's sibling, etc.) to help broker the meeting. Choose a topic (or topics) that interests you from the class, and write your own interview/discussion questions. In choosing this topic, you are expected to align your interests and questions with themes being explored in EDSS 515. Make sure your questions are open-ended (please send your interview questions to Dr. Toshalis well before you conduct the interview to receive feedback on your phrasing and approach). Record the interview and listen to it again later, then write up a "case study" about the adolescent. What do you think might be going on for her/him? What issues, perceptions, needs, decisions, interactions, etc. seem most crucial to him/her? What ones are not as important? How does this relate to what we've studied in class? Your paper should demonstrate a synthesis of data from the interview with content in the course. *Important requirement: you must seek out and obtain both written consent from a parent and written assent from your adolescent subject. Dr. Toshalis will provide you with a template for these consent/assent forms.*

Option #3: Pop-psych/fiction book report

Countless "popular psychology" books have been written about adolescence/adolescents, and many works of fiction portray the various issues associated with "coming of age." Choose one of these books to read, then write a report detailing your critiques and

appreciations of the text. You should summarize the core themes of the book and scrutinize its claims and/or representations. How does the book portray particular adolescents and frame adolescence in general? What assumptions shape the author's treatment? What is privileged and what is ignored? Do you believe the book presents an authentic characterization of adolescents/adolescence? For whom might its characterization not apply? How might all of this relate to the ways adolescents enter and engage classroom learning? You may choose the book, as long as it is related to adolescence, but make sure you seek approval from Dr. Toshalis before writing your paper. Some examples of texts you might consider are posted on the course website in the "assignments" folder.

#### Option #4: Comparative analysis of films

Watch two films that prominently feature adolescent characters then write a paper to compare and contrast the films using core insights and themes from the course. How are adolescents portrayed in the film? What factors affect the characters' development? What social and personal problems are they facing? What are the dominant assumptions and portrayals used to frame adolescents/ce in the films? What developmental aspects are explored/revealed/exploited? What might be omitted in the portrayal? What messages about adolescents and adolescence is the film sending? How does this relate to the way educators might approach youth and promote their healthy development in schools? Some possible films to consider are posted on the course website in the "assignments" folder. If you plan to depart from this list, be sure to discuss your plans with Dr. Toshalis prior to writing the paper.

#### Option #5: Create your own assignment

You have the option of creating your own unique assignment that explores adolescence. Possibilities include but are not limited to the following:

- An intensive, critical analysis of teen magazines;
- A comparative investigation of how adolescents are portrayed in at least five recent articles from such popular magazines as *Time*, *Newsweek*, or *US News & World Report*;
- An analysis of the portrayal of teens in a series of different catalogs and how they're marketed to in specific advertising campaigns;
- A comparison of at least two video documentaries on adolescence to see how youth are characterized in nonfictional accounts;
- A look backward at your own adolescence, analyzing it from the perspectives of several readings in the course (keeping in mind the paper will be made available to your peers in EDSS 515).

Regardless of what you choose, your paper must provide an in-depth exploration of issues in adolescence that incorporates readings and themes from the course and must be approved in advance by Dr. Toshalis.

#### **Final Paper** (meets these TPEs: 5, 6, 8, 12, 13)

For your final assignment, you will write a 10-15 page paper on a topic of your design. The topic should investigate an issue of adolescent development that interests you, merits further analysis *beyond* what we have done in class, relates directly to classroom experiences, and informs how you may best prepare yourself for working with youth in schools. The paper must meet the following requirements:

- Explores an issue(s) pertinent to adolescent development as it may be observed and promoted in middle and high school settings;
- Incorporates & synthesizes at least three course readings, two of which from sessions 8-15;
- Demonstrates a critical engagement of the texts (i.e., goes beyond summary and into critique, comparison, and application);
- Draws connections between theory and practice (i.e., How do these texts inform what we as educators might do? What relevance does the research or theory have for classroom practice and teacher-student relationships?);
- Exhibits clarity in expression, uses effective structuring and transitions, remains error-free in terms of mechanics, and makes compelling observations/connections.

You will need to seek approval for your topic by the date noted on the schedule below. This predue-date is designed to provide you with guidance in the thinking/writing process. To receive approval, email to Dr. Toshalis by that date a description of your topic, the readings you intend to use to explore/explain it, and the basic structure of your paper. Detailed outlines are recommended.

## GRADE DISTRIBUTION

Attendance 5% deducted for each absence after 1<sup>st</sup> “excused” = 10%

Exploration Paper 20% for paper + 5% for responding online to two others = 25%

Briefs 3 x 10% = 30%

Final Paper 35%

## FINAL GRADE SCALE

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%

*Note: on the following two pages, the topics, assignments, and readings are subject to change with notice.*

## SCHEDULE

### Date Questions/Topics/Activities Readings Assignments

Session 1

Jan. 21<sup>st</sup>

#### How might we understand adolescence both developmentally and historically?

- Syllabus overview
- Adolescence as an historical construct: Inventions & conventions
- Developmental theory: Its uses and misuses
- Syllabus
- Course website
- (Lesko, 1996)
- (Nakkula & Toshalis, 2006), chp. 1
- (Sternheimer, 2003), chp. 2
- Determine the weeks in which you will submit your three briefs

Session 2

Jan. 28<sup>th</sup>

#### What role does identity play in the construction of adolescence?

- Crisis and commitment in the identity formation process
- (Berzonsky, 2000)
- (Erikson, 1968), pp. 128-135
- (Nakkula & Toshalis, 2006), chp. 2

Session 3

Feb. 4<sup>th</sup>

**How do thinking processes sometimes change during adolescence and how might educators engage those changes productively?**

- Cognitive development, logic, and imagination
- (Bartsch, 1993)
- (Egan, 2005)
- (Kuhn & Dean, 2004)
- Reminder: briefs must be submitted during the weeks in which the readings occur.

Session 4

Feb. 11<sup>th</sup>

**What in- and out-of-school experiences can provide experimentation, meaning, and connection in adolescents' identity-formation processes?**

- Risk-taking, creativity, and belonging
- (Feigenberg, King, Barr, & Selman, 2008)
- (Nakkula & Toshalis, 2006), chps. 3 & 4
- (Noam, 1999)

Session 5

Feb. 18<sup>th</sup>

**What sort of social and relational changes often occur during adolescence and what effect might they have on the classroom?**

- Social/emotional awareness, adolescent ecology, and the development of relationships
- (Cushman & Rogers, 2007), chp. 3
- (Nakkula & Toshalis, 2006), chp. 5
- (Way, 1996)

Session 6

Feb. 25<sup>th</sup>

**How might gender roles and expectations shape adolescent identities and decision-making in school?**

- Gender identity development
- (Nakkula & Toshalis, 2006), chp. 6
- (Sadowski, 2008), chps. 5 & 6
- Have you discussed your Exploration Paper with Dr. Toshalis yet?

Session 7

Mar. 4<sup>th</sup>

**What impact can racialized experiences have on youth and their academic achievement?**

- Racial identity development, part 1
- (Gándara, 2008)
- (Nakkula & Toshalis, 2006), chp. 7
- (Sadowski, 2008), chp. 2
- Reading group checkin (to be done in class)

Session 8

Mar. 11<sup>th</sup>

**How might specific racial identities develop in adolescence and what effect might those developments have on academic performance?**

- Racial identity development, part 2

Required readings:

- (Delpit, 1988) & (Milner, 2006)

Then, choose two readings from the following list:

- Af-Am: (Lesane-Brown, 2006), or (Ainsworth-Darnell & Downey, 1998)
- Asian: (Goodwin, 2003) or (Sadowski, 2008), chp. 4
- Bicultural: (Poston, 1990) or (Phinney & Devich-Navarro, 1997)
- Chicano/a-Latino/a: (Duncan- Andrade, 2005) or (Ruiz, 1990)
- Native American: (Wilson, 1996)
- White: (Richardson & Silvestri, 1999) or (Rowe, Bennett, & Atkinson, 1994) or (Helms, 1990)
- Exploration Paper due in class today (hardcopy version); .doc version must be uploaded to Blackboard before class today too

Session 9

Mar. 18<sup>th</sup>

**Is race distinct from ethnicity? If so, how can ethnic identities shape school experiences? If not, where do race and ethnicity overlap?**

- Ethnic identity development
- (Nakkula & Toshalis, 2006), chp. 8
- (Phinney, 1996)
- (Waters, 1996)

Session 10

Apr. 1<sup>st</sup>

**How does sexuality often direct identity and relational development in adolescents, and what might educators do to provide safe spaces for its discussion?**

- Developing a sexuality and a sexual identity
- (Nakkula & Toshalis, 2006), chp. 9
- (Nichols & Good, 2004), chp 4
- (Sadowski, 2008), chp 7
- Respond online to two other students' Exploration Papers before class today

Session 11

Apr. 8<sup>th</sup>

**In what ways might socioeconomic status affect adolescent development and how can educators incorporate these insights in the classroom?**

- Socioeconomic class and identity
- (Ostrove & Cole, 2003)
- (Phillips & Pittman, 2003)
- (Sadowski, 2008), chp. 8

Session 12

Apr. 15<sup>th</sup>

— special online session due to AERA conference; no class meeting —

**With regard to adolescent consumption of (and portrayal in) various print and digital media, what effects have been observed?**

- The role of the media in shaping adolescence/ ts
- (APA Task Force on the Sexualization of Girls, 2007), pp. 1-4
- (Nichols & Good, 2004), chps. 2 & 3
- (Gentile et al., 2004)
- Email your final paper topic to Dr. Toshalis by Fri., Apr. 17<sup>th</sup>.

Session 13

Apr. 22<sup>nd</sup>

**How might educators understand youth resistance to school/academics/teachers?**

- Resistance as developmental performance and practice
- (Horvat & Lewis, 2003)
- (Nakkula & Toshalis, 2006), chp. 12
- (Sadowski, 2008), chp. 3

Session 14

Apr. 29<sup>th</sup>

**If religious/spiritual/ultimate experiences undergird who we are and what we do, how might adolescents make meaning of them in school settings?**

- Faith and the development of ultimate meaning
- (Nakkula & Toshalis, 2006), chp. 10
- (Palmer, 1999)
- (Sadowski, 2008), chp. 10

Session 15

May 6<sup>th</sup>

**How do adolescents often project themselves into adulthood, and how might those projections be understood vocationally?**

- School-to-career transitions and the experience of “flow”
- (Kerckhoff, 2002)
- (Nakkula & Toshalis, 2006), chp. 11
- (Nichols & Good, 2004), chp. 7

Session 16

May 13<sup>th</sup>

7:00-9:00PM

NOTE THE DIFFERENT TIME

- Check CSUCI catalog for meeting time
- Conclusions and Implications: Reflexivity, reciprocity, and ethics in teacher-student relationships
- No readings for today  Final paper due

**EDSS 530: General Secondary School Methods**  
**Fall 2008**

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

<b>Professor:</b>	<b>Jeanne M. Grier, Ph.D.</b>
<b>Office:</b>	<b>2754 Bell Tower East</b>
<b>Telephone:</b>	<b>(805) 437-8987</b>
<b>Email:</b>	<b>Jeanne.Grier@csuci.edu</b>
<b>Office Hours:</b>	<b>T/Th 3-4 pm and by appointment</b>

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

**Class Meeting Time:** Tuesdays and Thursdays 4:30-7:20pm (August 26 - October 16)  
& Tuesday, December 9 @ 4:00 – 6:00pm

**Class Meeting Room:** Bell Tower 2716

**COURSE DESCRIPTION**

Prerequisite: Must be officially admitted to the Single Subject Credential Program.

Co-Requisite: Students must register for 1 unit of Field Experience (EDSS 570 or EDSS 580) or EDSS 575: Student Teaching Middle School concurrent with this course.

Through this course students learn and apply teaching strategies, assessment practices, lesson planning, and universal instructional design as appropriate for secondary classrooms. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms. This course will give special emphasis to middle school teaching and the middle school concept. Students will be placed in middle schools for the field experience and/or student teaching.

**COURSE LEARNING OBJECTIVES**

Students completing this course will be able to:

1. describe their understanding of the middle school student and the role of the middle school in society today.
2. write effective daily lesson plans and create a long-range planning unit, all to include state and local standards.
3. demonstrate and implement their understanding of students as diverse learners possessing a range of learning strategies.
4. demonstrate their knowledge and use of various teacher-centered and student-centered methodologies and instructional techniques.
5. create a variety of evaluation tools and assessment strategies.
6. analyze, synthesize, and apply what they have learned about middle schools, middle school students, planning, learning, methodologies, and assessments through oral and written activities.
7. incorporate appropriate technology into their teaching and instructional planning.

**REQUIRED TEXTS:** All required readings and materials are on Blackboard. Students must purchase a subscription to Taskstream at: <http://www.taskstream.com>

## **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.

## **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). The following **CCTC Program Standards** are covered in this course. Please refer to the Single Subject Handbook for a full listing of the elements.

Standard 3: Relationships Between Theory and Practice, 3A, 3B, 3C, 3D, 3E;  
Standard 4: Pedagogical Thought and Reflective Practice, 4A, 4B, 4C, 4D, 4E;  
Standard 5: Equity, Diversity and Access to the Core Curriculum, 5A, 5B, 5F;  
Standard 6: Opportunities to Learn, Practice and Reflect on Teaching , 6A, 6B, 6C;  
Standard 7: Preparation to Teach Reading-Language Arts, 7B-B;  
Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction, 8B-A, 8B-B, 8B-D;  
Standard 9: Using Computer-Based Technology in the Classroom, 9A, 9B, 9D, 9E, 9G, 9H, 9I;  
Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning, 10A, 10B, 10C, 10E;  
Standard 11: Preparation to Use Educational Ideas and Research, 11B;  
Standard 12: Professional Perspectives Toward Student Learning and the Teaching Profession, 12A, 12B, 12C, 12D, 12E, 12F;  
Standard 13: Preparation to Teach English Learners, 13B, 13G;  
Standard 14: Preparation to Teach Special Populations in the General Education Classroom, 14C, 14D;  
Standard 15: Learning to Teach Through Supervised Fieldwork Elements Applicable to All Programs of Professional Teacher Preparation, 15A  
Standard 19: Assessment of Candidate Performance, 19A

## **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.

## **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. Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, students are expected to attend all classes--arriving on time and staying until the class is dismissed. Students arriving after the class has started are considered tardy. Any combination of two tardies or early departures will count as an absence. If you are absent more than one time you will have the choice of either completing an extra assignment or taking a 5% reduction of your final grade for each subsequent absence (points will be deducted from your participation grade not from academic work). If you know you will not be attending class or will be late, for whatever reason, call me ahead of time as you would call a principal when missing a day of school.

You will also be expected to participate in class discussions and activities. Up to two points will be awarded for acceptable class participation each day. One point will be awarded if you are tardy (or leave early) and otherwise participate fully. No points will be awarded if you are absent or do not participate.

While you are in class, please turn off cell phones and pagers. Please keep food and drink away from the computers.

### **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 refer to the CSUCI Catalog for additional policies and consequences.

\*\*\*Additionally, all work turned in for this course must be **original work** for this course and may not be submitted for other courses currently being taken or have been turned in for previously taken courses. There will be a few exceptions to this rule in the case of lesson plans for your field placement, student teaching, or as pre-arranged by or between instructors. Please see me if you have questions or concerns.

### 3. LATE WORK

All assignments must be submitted in class on the specified due date. All work turned in on the date due electronically by either email or fax will also receive consideration for full credit. Any assignment turned in past the due date must be given to me or dated, timed, and initialed by any Faculty Support personnel and placed in my mailbox located on the second floor of Bell Tower East. Late work will receive consideration for partial credit—a reduction of 10% of the graded work. Electronic discussions are not eligible for partial credit if submitted late.

### 4. GRADING

This course utilizes a “+/-“ grading system. Grades will be determined based on the breakdown of the following corresponding percentages of total points earned.

A = 94 – 100%	C = 73 - 76
A- = 90 - 93	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. GRAMMAR AND MECHANICS

All assignments must be typed (10 point or 12 point font) and have 1” margins to receive consideration for full credit. All referenced works must be cited using an accepted professional format (either APA or MLA). If you are not sure of how to cite sources using these formats please consult: <http://citationmachine.net>. Content and mechanics will also be considered when grading written assignments. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

### 6. QUALITY WORK

Your final grade will reflect your competency in the course content. Because not all learning and understanding takes place by specific due dates I want you to have the opportunity to turn in your best work. If due dates need to be changed so you can produce a more quality piece of work, then we can negotiate that as a class or let me know individually at least one class period prior to the due date. Additionally, you may resubmit up to two course assignments towards the improvement of your grade. Resubmitted assignments are due within two weeks of the graded work being turned

back to you. The electronic discussions and the final unit project are not eligible for resubmission.

## 7. INTERNS

All course policies apply to students working as Interns. After school meetings are not an excused absence from credential coursework. Only open house and parent-teacher conferences as part of your contracted obligations will be excused and must be documented. Your principal may be contacted if there are related issues.

### 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 other's 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 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.

### STUDENTS WITH SPECIAL NEEDS

Individuals who have any disability, either permanent or temporary, that might affect the 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, or testing may be made as required to provide for equitable participation.

Additionally, students with disabilities needing accommodation should make requests to Disability Accommodation Services (805-437-8528). All requests for accommodations require appropriate advance notice to avoid a delay in services.

### COURSE REQUIREMENTS

Assignment	Points	TPE's Addressed
Electronic Discussions: 5@ 7pts ea	35	5, 6B, 7, 8, 11
Course Syllabus	45	1B, 3, 5, 6B, 7, 8, 9, 11
Lesson Plan 2@ 20pts each	40	1B, 2, 3, 4, 5, 6B, 7, 8, 9, 10, 11
Midterm Exam	50	1B, 4, 5, 6B, 7, 8, 11
Microteaching	20	1B, 2, 3, 4, 5, 6B, 7, 8, 9, 10, 11
Learning Theorist Presentation	25	1B, 5, 11, 12

Unit Plan	100	1B, 2, 3, 4, 5, 6B, 7, 8, 9, 10, 11
Participation	35	12, 13
Total Points	350	

#### OVERVIEW OF REQUIRED ASSIGNMENTS

**Electronic Discussions (ED)** assignments will take place electronically on the class blackboard. ED assignments will be posted one week before the due date. The prompt will be designed to foster discussion on certain topics from class, your field experience, or issues relating to a week’s readings. Each ED assignment has two parts. The first part requires you to respond the given prompt by the due date—worth up to 5 points. The second part requires you respond to a classmate’s response the following week—worth up to 2 points. You will need to respond to the posted question, and respond to at least two classmates’ postings to receive full credit when indicated. These assignments are not meant to be time consuming, but, you should plan about 10-15 minutes for each ED assignment, and each week’s postings should reflect this time. (Objectives: reflections based upon all objectives)

The **Course Syllabus** assignment is designed to help you become acquainted with your field placement classroom and cooperating teacher. You will prepare a syllabus for one of the classes you regularly observe. You should include information about the course, your rules and policies, goals for student learning, and other course expectations. You will also need to have a rough timeline of activities for the semester. A reflection of the process of creating the syllabus should also be included. A detailed description of the assignment will be presented in class. (Objectives: 1, 5, 6, 7)

One **lesson plan** that you create will be from the observation of your cooperating teacher. Your task is to observe your cooperating teacher during an instructional lesson and re-create what you think their formal lesson plan (in CSUCI Formal Lesson Plan Format) may have looked like. You are responsible for all elements of the lesson plan format whether observed or not (Objectives: 2, 4)

For the **Midterm Exam** you will need to bring an original **Formal Lesson Plan** that you created on any topic in your discipline that is appropriate for secondary students. The lesson plan must be in the CSUCI Formal Lesson Plan Format. (Objectives: 1, 2, 3, 4, 6)

You will perform one 10-minute secondary-level **Microteaching** in your subject-matter discipline (along with an informal lesson plan) for the class using a teaching methodology assigned in class. As part of the microteaching, you will present a lecture overview of the teaching method. (Objectives: 2, 4, 5, 6)

Prepare a ten-minute seven-slide minimum **PowerPoint Presentation** to share with the class on a recognized learning theorist along with a one-page summary of learning theory highlights. Presentation must include the application of the learning theory. Further specifications for this assignment will be provided in class. (Objectives: 1, 3)

The **Unit Plan** is designed as the culminating assessment for the course. You and a partner will create a two-week unit plan that is appropriate for the middle school level—or for your own class if you are an Intern. The unit will contain a unit planning timeline, a concept map, unit goals, lesson objectives, lesson plans and diagnostic, formative, and summative assessments. Additional elements will be explained in class. This unit plan will be submitted on-line in Taskstream. (Objectives: 1, 2, 3, 4, 5, 6, 7)

**Participation** in this course is required and will be evaluated on a daily basis.

### TENTATIVE COURSE CALENDAR OF TOPICS and ASSIGNMENTS for EDSS 530

Week	Date	Topic	Readings for Class	Assignments Due
1	Aug 26	Examining Your Beliefs; Middle Schools & Students Today; Effective Teacher Traits	Manning 3 & 5; HO: Intro to Middle Schools	
	Aug 28	California State Academic Content Standards & Course Goals;		<b>ED #1-part 1</b>
2	Sept 2	Planning Strategies—The BIG Picture <b>**Course Syllabus Assigned</b>	Burden; Jacobsen 2; HO: Big Picture Planning	
	Sept 4	Knowing the Learner and Learning Strategies; Teaching for Diversity; Learning Objectives <b>**Lesson Plan Assigned</b>	Sparks-Langer 2 & 10; Halpern HO: Lesson Objectives	<b>HO: Learning Theories</b> <b>ED #1-part 2</b>
3	Sept 9	Creating Daily Lessons!! Lesson Planning; Literacy and Assessment Strategies	Sparks-Langer 4 & 5 CD: Lesson Planning HO: Assessment Intro	<b>ED #2-part 1</b>
	Sept 11	Introduction to Instructional Strategies and Teaching Methodologies—Direct Approaches	Sparks-Langer 6 HO: Methods Intro	<b>ED #2-part 2</b> <b>Course Syllabus</b>
4	Sept 16	Student-Centered Instructional Strategies <b>**Unit Plan Assigned</b>		<b>ED #3-part 1</b> <b>Lesson Plan 1</b>
	Sept 18	Instructional Strategies Continued <b>**Power Point Theorists Assigned</b>		<b>ED #3-part 2</b>
5	Sept 23	Instructional Strategies Continued		
	Sept 25	<b>MIDTERM</b>		<b>Lesson Plan 2</b>
6	Sept 30	Assessment & Evaluation Continued	CD: Assessment	
	Oct 2	Assessment & Evaluation Continued	CD: Assessment	<b>Unit Plan Part I</b> <b>ED #4-part 1 &amp; 2</b>
7	Oct 7	<b>Microteaching</b>		<b>ED #5—part 1</b>
	Oct 9	<b>Microteaching</b>		<b>ED #5—part 2</b>
8	Oct 14	A Closer Look at Learning Theories		<b>LT PP Presentations</b>
	Oct 16	A Closer Look at Learning Theories		<b>LT PP Presentations</b>
	Oct 27			<b>Unit Plan Due</b>

FINAL	<i>Dec 9 4-6pm</i>	Final Exam		<b>ED #6</b>
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All readings, HO = Handouts, and CD = Course Documents all are found on the course Blackboard

## Creating a Course Syllabus

When you meet with your cooperating teacher and you begin observing students in the classroom, you will undoubtedly talk about the kinds of activities that you will be doing and get to know how the students and teacher interact with one another. However, the goal of this assignment is for you to have a much richer understanding of the learning environment that you will be participating in over the next semester. You need to become familiar with the goals of the courses you are observing as well as understand how these goals will be accomplished, what routines and procedures are in place in the classroom, and where and how you fit in to the daily activities and the "bigger picture" of teaching and learning.

Often teachers prepare a syllabus to help students understand the nature of the classroom in which they find themselves. But, creating a syllabus also benefits the teacher because it forces one to think about not only what they are doing day to day, but also how those practices fulfill the course goals and contribute to the overall picture of learning throughout the school year. The syllabus sets the tone for the class and lays out expectations. The syllabus also serves as documentation about the course for those outside the classroom (e.g., the principal, parents, other teachers).

Your first major assignment will be to **create a course syllabus** for a class in which you are doing your field placement. The audience for the syllabus is your own students. Your purpose is to provide information that will help the students to understand the goals for learning, the routines and nature of the class, your expectations of the students as learners, and the activities and general subject matter of the course of study occurring this term. In the process, you should come to a better understanding of the nature of your field placement. **Follow the format for the course syllabus provided.** Also, **include a reflection** that addresses the process of creating the syllabus (What sources did you consult? How difficult was the task?) and what role you will be taking as a student teacher to achieve the goals set forth in the course.

It may be helpful (but not necessary) to conduct a **brief** interview with your cooperating teacher. Use the format provided for the course syllabus to structure at least part of your conversation. It may be that your teacher has not planned ahead for the term very specifically. Even so, there are probably some general plans so try to tease these out. Ask if there are district goals or a scope and sequence available that you may see to aid you in this project. Also be sure and ask about getting a textbook on loan--don't be discouraged if this is not possible. Not everyone will have equal access to information and this will be taken into consideration. So, **DON'T PANIC!!** Do though, be a thorough investigator and provide a **list of resources** (titles and descriptions are sufficient) you have consulted in order to develop your syllabus. **NOTE: This is NOT an assignment for the cooperating teacher to complete for you and is not intended to create a stress on your cooperating teacher.** If you find that you are having difficulties with the assignment see me as soon as possible. You will be expected to complete the project even with minimal assistance from your cooperating teacher. You may not copy your cooperating teacher's syllabus and turn that in either. Make this your own ideal of teaching this class.

Finally, try to have fun with this assignment and be creative while keeping in mind that there is something intellectually stimulating about this inquiry--**if you allow it to be**. Do not approach this as a set of motions people go through with the thought that just anyone can achieve. Let this be your first representation of yourself on paper in this course.

## Course Syllabus Format

You will be assessed on the thoughtfulness and comprehensiveness of each section description, the creativity and presentation of the formal document, and the quality and depth of the written reflection included separately at the end of the syllabus.

Include *at least* the following information in your course syllabus. If you are more comfortable using different headings for your syllabus or arranging the items differently, please do so but be sure to include all of the information requested below so the assignment can be considered for full credit.

**General information about the course:** The teacher's name (you), course title, class period, beginning and ending times, and room number. This may include times when you are available for a conference, and perhaps the school phone number or other contact information.

**Course description:** Describe the course, and mention how students will profit from it. This would be similar to a catalog description of the course.

**Course goals:** List the content knowledge and skills that you expect students to have when completing this course.

**Materials required:** Mention the textbook, notebook, or other supplies needed by the student. Indicate what the school and what the student should provide. Mention what students must bring to class each day.

**Instructional approaches and activities:** Indicate the type of instructional approaches (teaching methods or classroom routines) you plan to use during the course, and also mention any special events or activities that may be planned (field trips, experiments, guest speakers, special projects, cooperative groups, etc...).

**Course requirements and evaluation procedures:** Indicate the means of evaluating student learning: tests, quizzes, homework, projects, group work, work samples, etc. Indicate the point value or relative weight for each of these items when the report card grade is determined. What is an A? B? C? etc.?

**Classroom Rules:** Include your rules for classroom behavior.

**Course Policies:** Include your policies on late homework or papers, tardiness, absenteeism, extra credit, make-up work, plagiarism, procedures for completing classroom tasks, and others.

***A semester outline and timeline of content:*** Provide an outline of the content to be covered in the course this semester. This should include some headings to reveal some details about the course, as well as estimates on what content will be covered in each quarter. Consult several resources including the course text for ideas. Specific dates are not necessary but some time frame estimate should be given.

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A **Written Reflection** should be attached to the Course Syllabus. See the reverse side of this sheet for questions to address in your reflection

Adapted from: Burden, P.R. & Byrd, D. M. (1999). *Methods for effective teaching*. Allyn & Bacon: Boston. (pp. 42-43)

## Course Syllabus Rubric--45 points

Section of Syllabus	4	3	2	1/0
General Information				
Course Description				
Course Goals				
Materials Required				
Instructional Approaches and Activities				
Course Requirements and Evaluation Procedures				
Classroom Rules				
Course Policies				
Semester Content Outline and Timeline				

TOTAL = \_\_\_\_\_/36

4 points will be awarded for an exceptional description

3 points will be awarded for a good description

2 point will be awarded for an adequate description with essential elements missing

1/0 points will be awarded if section is addressed minimally or not addressed

### Document Presentation

4	Exhibits creativity and has a neat professional appearance
2	Exhibits some creativity and has a somewhat neat professional appearance
0	Exhibits no creativity and does not have a neat professional appearance

TOTAL = \_\_\_\_\_/4

### Reflection

5	Addressed all of the following topics well and with much thought: process of creating syllabus; your role in this classroom; challenges the class will face; thoroughly cited references that were helpful in creating the syllabus; several ideas and thoughts outside of required questions were addressed
3	Addressed most of the following topics in an average manner and with some thought: process of creating syllabus; your role in this classroom; challenges the class will face; cited one or two references that were helpful in creating the syllabus; topics needed to be covered in EDSS 530 that will help you to become a good teacher
0	Reflection not present or topics addressed minimally

TOTAL = \_\_\_\_\_/5

# EDSS 531: Teaching Mathematics in Middle Schools FALL 2008

## SINGLE SUBJECT TEACHER CREDENTIAL PROGRAM CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Professor: Vicki A. Vierra Telephone: (805) 988-0788 (H) (805) 437-1348 (W)  
Office: Bell Tower East, Room 2782 FAX (805) 389-6478  
Office Hours: Mon. & Weds. 3:30 – 4:30 or by appointment

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

Class Meeting Time & Place: Mondays & Wednesdays, 4:30 – 7:20 Bell Tower 1491

### Meeting Schedule:

Aug. 25 & Aug. 27 Sept. 1 (Labor Day holiday) & 3 Sept. 8 & 10  
Sept. 15 & 17 (Independent Study) Sept. 22 & 24 Sept. 29 & Oct. 1  
Oct. 6 & 8 Oct. 20 & 22

Oct. 30 Ventura County Math Council, “Goblins, Ghouls & Geometry” mini-conference (optional)

Final: Dec. 10 4:30 – 6:00 PM

Course Blackboard Access: <http://csuci.blackboard.com>  
Access Electronic Course pack through Blackboard

### COURSE DESCRIPTION

**Prerequisite:** Must be officially admitted to the Single Subject Credential Program.

**Co-Requisite:** Students must register for 1-2 units of EDSS 570: Field Experience Middle School (Part-time Program) or EDSS 575: Student Teaching Middle School concurrent with this course.

This course examines the content, methodologies, materials and current research in teaching middle school mathematics. It focuses on the California State Mathematics Framework as it relates to middle school classrooms. It emphasizes reflective practice based on California Standards for the Teaching Profession and the use and alignment of curricula to the Academic Content Standards for California Public Schools. It further investigates teaching in the diverse and inclusive classrooms that characterize California middle schools.

### REQUIRED TEXTS:

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

California Department of Education, (2005). *Mathematics Framework for California Public Schools K-12*. Sacramento, CA.. \$19.95, ISBN: 0-8011-1611-2

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

**Recommended supplementary texts:**

Marilyn Burns, (2000). *About Teaching Mathematics: A K-8 Resource*, Second Edition. Math Solution Publications, Sausalito, CA. \$32.95, ISBN: 0-941355-25-X

Gary Tsuruda, (1994). *Putting It Together: Middle School Math in Transition*, Heinemann, Portsmouth, NH. ISBN: 0-435-08355-4

**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"**

**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).

Through this course, students will be able to

- Identify important issues of modern middle school mathematics curriculum
- Align lessons and lesson plans to the California State Mathematics Content Standards
- Apply effective teaching techniques to the instruction of pre-algebra and algebra
- Recognize and utilize effective problem solving approaches to teaching algebra
- Discuss pedagogy and demonstrate teaching methods for various student levels and a diverse student population in middle schools
- Use modern technology and mathematics software in the classroom
- Develop a variety of means of evaluating student needs and student learning.

**The following CCTC Program Standards are covered in this course. Please refer to the Student Teaching Handbook for a full listing of the elements.**

Standard 3: Relationship Between Theory and Practice, 3B, 3C, 3D, 3E,  
Standard 4: Pedagogical Thought and Reflective Practice, 4A, 4B, 4C, 4D, 4E  
Standard 5: Equity, Diversity and Access to the Core Curriculum, 5A, 5B, 5F,  
Standard 6: Opportunities to Learn, Practice and Reflect on Teaching, 6A, 6B, 6C,  
Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction, 8A-B,  
Standard 9: Using Computer-Based Technology in the Classroom, 9A, 9D, 9E, 9F, 9G, 9I,  
Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning, 10A, 10B,  
Standard 12: Professional Perspectives Toward Student Learning and the Teaching Profession, 12A, 12C, 12D, 12F,  
Standard 13: Preparation to Teach English Learners, 13B, 13G,  
Standard 14: Preparation to Teach Special Populations in the General Education Classroom, 14C, 14D, 14E,  
Standard 15: Learning to Teach Through Supervised Fieldwork Elements Applicable to All Programs of Professional Teacher Preparation, 15A,  
Standard 19: Assessment of Candidate Performance, 19A

### **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 POLICIES**

### **1. PROFESSIONALISM**

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

Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, students are expected to attend all classes--arriving on time and staying until the class is dismissed. Students must attend more than 90% of class time, or it will impact your course

grade. Any combination of two tardies or early departures will count as an absence. 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. You are expected to be an active participant in class discussions and activities. Two points will be awarded for acceptable participation each class. No points will be awarded if you are absent.

***Academic Honesty***

All assignments must be original work completed by the student (unless otherwise indicated) and sources cited when appropriate (See 2007-2008 University Catalog regarding Student Conduct and Academic Dishonesty).

**2. LATE WORK**

All assignments should be submitted in class on the specified due date. All work turned in on the date due electronically by either email or fax will also receive consideration for full credit. Any assignment turned in past the due date must be dated, timed, and initialed by any Faculty Support personnel and placed in the instructor’s mailbox in the Bell Tower East on the second floor. Late work will receive consideration for partial credit—a reduction of 10% of the assignment grade.

**3. 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

All assignments must be typed (10 point or 12 point font), double-spaced when appropriate, and have 1” margins to receive consideration for full credit. All referenced works must be cited using an accepted professional format (either APA or MLA). Content and mechanics will be considered when grading written assignments. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

**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)  
[accommodations@csuci.edu](mailto:accommodations@csuci.edu)

**Credential Program Requirement 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 REQUIREMENTS**

Assignment	Points	TPE’s Addressed	Program Standards
Electronic Discussions 4 @ 5pts each	20	3, 9, 13	3, 4, 6, 8Ba, 10, 12
Mathematics Problem Deck	24	1B, 4, 6B	3, 4, 8Ba, 11, 12 13
Microteachings 2@ 10 pts each	20	1A, 3, 4, 5, 6B/C, 7, 8, 13	5, 8Ba, 9, 11, 12 13
3 Assessment/evaluations of students, interpretation of findings and reflections on the experience 3@ 8 pts each	30	2, 3, 5, 6B/C, 7, 8	3, 4, 5, 6, 14
3 Classroom observational inquiries / reflections 3@ 10 pts each	24	4, 6B/C, 7, 8, 10, 11, 13	3, 4, 5, 8Ba, 10, 12
Design and present 5-day Mini-Unit Plan	35	1B, 3, 4, 6B/C, 7, 9, 13	5, 8Ba, 9, 11, 12 13
Attendance at a Mathematics Professional Development event	15	13	8Ba, 9c, 11, 12
Course readings, Participation in discussions & class activities	32		
<b>Total:</b>	<b>200</b>		

**ASSIGNMENTS:**

**(20 points)**

- Four Electronic Discussions (ED)** assignments will take place on the class Blackboard (<http://csuci.blackboard.com>).

ED assignments will be posted one week before the due date. The question will be designed to foster discussion on certain topics from class, your field experience, or issues relating to the week’s readings.

You will need to respond to the posted question, **and** react to a classmate’s posting to receive full credit. Posing a question of your own related to the subsequent discussion is welcome, if accompanied by your own response or reason for asking the question, as well as following-up on discussion created by the questions.

These assignments are not meant to be time consuming, but, you should plan about 10-15 minutes, in order to craft a thorough and thoughtful response for each ED assignment.

**(24 points)**

- 2. Assemble a mathematics problem “deck”** that consists of a collection of **rich middle school** mathematics problems. These problems often address more than one standard and involve more than a single computation. They require students to connect mathematical concepts and apply their procedural knowledge in a problem-solving situation. They are multi-step problems that lend themselves to multiple representations.

Each problem should be a classroom-ready blackline master, including appropriate diagrams or graphics. Problems should be oriented toward middle school math students and selected from a variety of sources. **Each problem should cite the source and indicate the Mathematics Content Standards (Gr. 5 – Alg. I) targeted.**

A **range of possible solution strategies** should be provided on a separate page. These strategies should be added to, over time, as students' solutions are received in your classes.

Your collection should begin with a title page and an Introduction explaining features of the

deck (e. g., difficulty coding scheme used, grade level use) and any other information you

want to convey. Each problem should have a short title or name and an indication of the

difficulty level based upon your predetermined scheme. You have access to the California

state adopted textbooks for middle grades at the Learning Resources Display Center at the

VCOE Educational Services Center (5100 Adolfo Rd., Camarillo, CA 93012). It is open

Monday – Friday 8 AM – 5 PM (closed 12:30 – 1:30).

Your deck should contain a minimum of 12 problems, three for each of the four strands of mathematics, since all problems should address the mathematical reasoning strand. At least two of the problems need to involve a technology resource.

**(20 points)**

- 3. Prepare two 10 - 15 minute lessons for Microteaching** one of your Problem Deck problems to the class. At least one of your lessons needs to come from an electronic resource appropriate for middle grade mathematics students. Your lesson should model effective instructional strategies as outlined in the CA Mathematics Framework. Provide a copy of the problem for each participant and a lesson plan for the instructor.

**4. Three Assessments of students mathematical thinking (30 points)**

You will assess small groups of middle grade students. You are expected to pose problems to one to three students, record their responses and provide an interpretation of the students' responses, in light of their grade level standards. Interacting with diverse populations of students will require that you assess and determine their specific needs and differentiate activities to meet those needs. Suggest your "next steps" with the students, based on the assessment results. You should also include any personal reflections on the assessment experience.

**5. Three classroom observational inquiries on different topics (24 points)**

You will make three detailed and thoughtful observational inquiries about students, adults and/or activities in **mathematics** programs. These inquiries into a **significant theme** affecting middle grades math classrooms are based on your professional experiences and interactions with middle school children and co-operating teachers in their classrooms.

These investigations should be a synthesis of your personal reactions to the activities you engage in, inquiry into the students' mathematical thinking and the meaning you attribute to their responses based on our class activities, readings and outside resources. These reflections must be more than a transcript of the class activities. They should help you explore such topics as: classroom environment, mathematical discourse, classroom management, performance indicators & assessment tools, questioning techniques, the adopted math curriculum, strategies for ELL students, strategies for universal access, differentiating the curriculum, the use of math manipulatives, math literature, math games and/or technology to support mathematical learning.

**(35 points)**

**6. Develop a mathematical teaching unit** to use in the middle school classroom. The unit should be a **sequence of five lessons for a specific grade level**. It should **focus on a particular Math Content Standard** decided upon in consultation with your cooperating teacher and course instructor.

You will design a one-week math unit that attends to the *California Mathematics Framework* recommendations 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

You will provide full lesson plans in the CSUCI lesson plan format including objectives, materials, a general description of the activity, step-by-step directions, and black-line masters for any student sheet or instructional transparency that is needed. Also include a section on extensions of the activity and Universal Access support for English Language Learners or other students with special needs.

The lessons should require substantial student involvement, mathematical thinking, communication, and the use of concrete materials. You should include a variety of instructional strategies and assessment opportunities.

The final section will be a reflection on your experiences of teaching the math unit, analyzing successes and suggesting changes and improvements to the lessons.

The **Unit Plan** is designed as the culminating assessment for the course. It will be presented in the final class. You will provide a 1-2 page summary of your unit for the rest of the class.

#### **7. Continuing Professional Development.**

**(15 Points)**

Assignments given throughout the course are aimed at providing ideas and examples of practice and materials found in local Standards-based middle grade classrooms. Cooperation and collaboration are hallmarks of professional practitioners. There are local opportunities during the course to attend meetings, seminars, conferences and other professional development events to further your knowledge and provide information, ideas and insights. You need to attend at least one such event and present a reflection on your experience, along with the materials you received.

#### **COLLECTING TASKS AND ASSIGNMENTS:**

You must save all recorded tasks, activities and other documents and submit them as a complete set of work (Course Portfolio), during the week ending Oct. 24, 2008 for final evaluation. When the work is returned, you are to look over the comments and respond to any questions. Revisions must be submitted by Dec. 10, 2007 at the final class meeting. The unit will be presented and turned in as your final assignment on Dec.10, 2008.

**EDSS 531: Teaching Mathematics in Middle Schools  
Fall 2008**



	between Fractions, Decimals & Percents; Developing Concepts of Ratio & Proportion	Using Mathematical Models	Read: Chapter 18 & 19 Van de Walle, pp. 333-373 Microteaching lesson 9/22 or 9/24 <b>Electronic Discussion #2</b> – Blackboard by 9/17
<b>4</b> <b>Sept. 15</b>	Geometry	Modes of Instruction: Activity Approach	Read: Chapter 21 Van de Walle, pp. 407-451 Complete a student assessment on geometry & measurement understanding; record & analyze results.
<b>Sept. 17</b> Independent Study	Technology Tools for Deepening Understanding	Technology in the Teaching of Middle School Mathematics	Read: Chapter 8 Van de Walle, pp. 107-118; <i>CA Framework</i> Chapter 9 “Use of Technology”, pp. 252-259 <b>Electronic Discussion #3</b> – Blackboard by <b>10/1</b>
<b>5</b> <b>Sept. 22</b>	Measurement	Mathematics Across the Curriculum	Read: Chapter 20 Van de Walle, pp. 374-406; <i>CA Framework</i> Chapter 4 “Instructional Strategies” pp. 202-219 Prepare a Microteaching lesson for 10/6 or 10/8 using a technology resource
<b>Sept. 24</b>	Selecting a Balanced Program; Intervention / Algebra Readiness	Mathematics Adoption materials	<b>Learning Resources Display Center, 5100 Adolfo Rd., Camarillo 93012</b>

<p><b>Sept. 29</b><sup>6</sup></p> <p><b>Oct. 1</b></p>	<p>Literacy in Mathematics; ELD Strategies – Access for All</p> <p>Algebraic Reasoning</p>	<p>Culturally Relevant Mathematics</p> <p>Problem Solving Modes of Instruction: Whole class and/or small group instruction</p>	<p>Read: Ch. 7 Van de Walle, pp. 95-106. Submit topic for math unit by Oct. 1 Submit an observational inquiry for feedback by Oct. 6.</p> <p>Read: Chapter 15 Van de Walle, pp. 259-292; Complete a student observation/ assessment on algebraic reasoning; record &amp; analyze results Pass out <b>Math Portfolio checklist</b></p>
<p><b>Oct. 6</b><sup>7</sup></p> <p><b>Oct. 8</b></p>	<p>Pattern &amp; Function Connections – Linear &amp; Non-linear Functions</p> <p>Integers</p>	<p>Problem Solving NCTM Standards &amp; Middle School</p> <p>Modeling Mathematical Ideas; Learner-Centered Instructional Strategies</p>	<p>Read: Chapter 15 Van de Walle, pp. 259-292 Present a Microteaching lesson on 10/6 or 10/8 using a technology resource</p> <p><b>Electronic Discussion #4</b> – Blackboard by 10/15</p> <p>Read: Chapter 24 Van de Walle, pp. 497-509</p>
<p><b>Oct. 20</b><sup>8</sup></p> <p><b>Oct. 22</b></p> <p><b>Oct. 30</b> (optional)</p>	<p>Exponents &amp; Exponential Functions Probability</p> <p><b>VCMC “Goblins, Ghouls &amp; Geometry” mini-Conference 4-6 PM, VCOE Conference Center 5100 Adolfo Rd.,</b></p>	<p>Modeling Mathematical Ideas</p> <p>Modes of Instruction: Whole class and/or small group instruction Course evaluation, Final discussions</p> <p>Professionalism and Professional Organizations</p>	<p>Read: Chapter 24 Van de Walle, pp. 492-497</p> <p>Read: Chapter 23 Van de Walle, pp. 475-491 Submit Math Portfolio: observational inquiries, student assessments, Prof. Dev. reflections, Problem Deck, etc. by Oct. 17.</p> <p>Attendance &amp; reflection fulfills Professional Development requirement</p>

	Camarillo, 93012		
<b>Dec. 10 4:30 PM</b>	Final	Presentation of Math Unit	Turn in final draft of Math Unit

Additional articles may be provided in class or put on reserve in the library. **Reflective Journals** should be kept on classroom experiences including such topics as: classroom environments, classroom management, performance indicators and assessment tools, questioning techniques, the adopted math curriculum, strategies for ELL students, strategies for universal access, differentiating the curriculum, the use of math manipulatives, math literature, math games and/or technology to support mathematical learning. These topics may be used as the themes for your **3 Classroom Observational Inquiries and your Electronic Discussions.**

# EDSS 532. Teaching Science in Middle Schools

Fall 2008

## SINGLE SUBJECT TEACHER CREDENTIAL PROGRAM CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**Instructor: David Philips**

**Office: BTE 2780**

**Office Hours: After Class 7:20 –8:00 pm or by appointment**

**E-mail: bruinboy92@hotmail.com**

**Class Meeting Time: Mon/Wed 4:30-7:20 pm (Aug 25-Oct 15)**

### COURSE DESCRIPTION

Prerequisite: Must be officially admitted to the Single Subject Credential Program. Students must register for 1-2 units of EDSS 570: Field Experience Middle School (Part-time Program) or EDSS 575: Student Teaching Middle School concurrent with this course.

Upon completion of this course in the content, methodology, materials and current research in teaching middle school science courses. Focuses on methods, curriculum design, and technology use specific to teaching science courses in grades 6-8, students will be able to: Use reflective practice based on California Standards for the Teaching Profession, align curricula to the Academic Content Standards for California Public Schools, and incorporate teaching strategies in multicultural, multilingual and inclusive classrooms.

### REQUIRED TEXTS:

Chiapetta, E.L. & Koballa, T.R. (2006). Science Instruction in the Middle and Secondary Schools. 6<sup>th</sup> edition. Upper River Saddle, NJ: Merrill. (used primarily for EDSS 542)

Koballa, T.R. & Tippins, D. J. (2004). Cases in Middle and Secondary Science Education. 2<sup>nd</sup> edition. Upper River Saddle, NJ: Merrill. (used primarily for EDSS 532)

National Research Council. (1996). The National Science Education Standards. Washington DC: National Academy Press. (used primarily as a reference and in EDSS 542)

Science Framework for California Public Schools: Kindergarten Through Grade Twelve. *California Department of Education*. (May be downloaded from the Internet: <http://www.cde.ca.gov/be/st/ss/index.asp>) (used primarily as a reference)

### 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.

## **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).

Through this course, students will be able to:

1. define science as the process of inquiry, particularly the systematic search for patterns; define technology as the use of tools; and note the interactions of science, technology, and society.
2. demonstrate proficiency in performance of both the basic and integrated science process skills as ingredients of scientific inquiry.
3. analyze the learning and memory mechanisms, which affect the learning of science in multicultural, multilingual, and inclusive contexts.
4. inquire into learning processes and individual learning needs to acquire techniques for promoting meaningful science learning.
5. analyze, synthesize, and evaluate current science education reform initiatives.
6. explore resources and networks, which enhance the teaching and learning of science.
7. infuse technology into their science teaching
8. design engaging lessons and assessments aligned to the California State Academic Content Standards and National Science Education Standards

**The following CCTC Program Standards are covered in this course. Please refer to the Student Teaching Handbook for a full listing of the elements.**

Standard 3: Relationships Between Theory and Practice, 3B, 3C, 3D, 3E,

Standard 4: Pedagogical Thought and Reflective Practice, 4A, 4B, 4C, 4D, 4E,

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

Standard 6: Opportunities to Learn, Practice and Reflect on Teaching, 6A, 6B, 6C,

Standard 7: Preparation to Teach Reading-Language Arts, 7B-B,

Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction, 8B-B,

Standard 9: Using Computer-Based Technology in the Classroom, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H, 9I,

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

Standard 12: Professional Perspectives Toward Student Learning and the Teaching Profession, 12A, 12C, 12D, 12F,

Standard 13: Preparation to Teach English Learners, 13B, 13G,

Standard 14: Preparation to Teach Special Populations in the General Education Classroom, 14C, 14D, 14E,

Standard 15: Learning to Teach Through Supervised Fieldwork Elements Applicable to All Programs of Professional Teacher Preparation, 15A,

**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.

**ATTENDANCE**

As a future educator, you need to begin to develop a professional attitude toward all aspects of teaching, including your teacher education courses. Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, students are expected to attend all classes--arriving on time and staying until the class is dismissed. Any combination of two tardies or early departures will count as an absence. At a minimum, students must attend more than 90% of class time. If you are absent more than one time you will have the choice of either completing an extra assignment or take a 5% grade reduction for each subsequent absence.

While you are in class, please turn off cell phones and pagers or set them to “vibrate” position. Students are asked to keep food or drink away from any computer area.

**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.

Additionally, all work turned in for this course must be original work for this course and may not be submitted for other courses or have been turned in for previously taken courses. Please see me if you have questions or concerns.

**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.

## GRADING POLICY

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 THE CREDENTIAL PROGRAM.*

### 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.

### COURSE REQUIREMENTS

<b>Assignment</b>	<b>Points</b>	<b>TPEs</b>
Class Extension Assignments 3 @ 5pts each (Earth, Life, Physical)	15	5, 6B, 7, 8, 11
Organized Notebook of all Handouts and Appropriate Notes	20	1B, 2, 3, 5, 6B, 7, 8, 9, 11, 12, 13
Literature Relationship to Science Standards	15	1B, 4, 6b, 7
Presentation of Discrepant Event	15	1B, 4, 6B, 9, 10
Field Trip Assignment	15	2, 3, 4, 5, 6b, 11, 12
Teaching Lab Science Lesson with typed Lesson Plan (Grades 6-8)	85	6B, 9

Teaching Science Instructional Strategies Lesson with typed Lesson Plan (Grades 6-8)	85	1B, 4, 6B, 9, 10
Final Project-Thematic Unit Plan	200	1B, 3, 4, 6B, 7, 9, 14, 15
<b>TOTAL</b>	<b>450</b>	

## OVERVIEW OF REQUIRED ASSIGNMENTS

**Class Extension 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.

**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.

**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.

**Field Trip Assignment:** This report includes a description of the science-related field trip location that you visited, a lesson plan appropriate for middle school science students to use before, during, and/or after a visit to this location. Include copies of any permission forms or other signature items needed.

**Teaching Lab Science Lesson with typed Lesson Plan:** You will teach a Hands on Science Lab, using a CA Science Standard Grade 6-8, 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 25 to 35 minutes and may not take less than 22 minutes for full credit.

**Teaching Science Instructional Strategies Lesson with typed Lesson Plan:** You will teach a Science Lesson, using a CA Science Standard Grade 6-8, to the class making all preparations and providing each student a typed lesson plan using the format provided in this course. The specific Instructional Strategies to be used will be self-selected during class weeks prior to the presentation. This lesson should be completed within 25 to 35 minutes and may not take less than 22 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. A detailed sample unit (Plate Tectonics) will be presented during class time, which should be used as a model for your own unit plan.

**COURSE CALENDAR OF TOPICS and ASSIGNMENTS**

Class Meets 4:30-7:20pm

<b>Week</b>	<b>D a t e</b>	<b>Topics</b>	<b>Assignments Due</b>
1	8/25	Introduction to Course: CA Science Standards Lesson Design Modeled	<b>Why do we have _____?</b>
	8/27	Crime Lab Chemistry Lesson Design/Lesson Plan Format	<b>Literature Assign. due Field Trip Assign. due</b>
2	9/1	<b>LABOR DAY</b>	<b>No Class</b>
	9/3	<b>Earth Sciences</b> Plate Tectonics Faults Mineralogy Sample Thematic Unit (Plate Tectonics)	<b>Sign up to Teach Lab Science Lesson on Sept 17 or 22</b>
3	9/8	<b>Life Sciences</b> <u>Mouse Paint</u> Dissection Discrepant Event Model	<b>Bring: paper plate or pie pan 1 to 5 sandwich “Baggies” optional surgical gloves</b>
	9/10	<b>Physical Sciences</b> <u>Who Sank the Boat?</u> Color and Light	
4	9/15	<b>Science Unit/Resources</b> Lego, Delta Education, Project Wild, TOPS, Private Eye, GEMS, AIMS, Loose in the Lab, Vendors (add any of your own)	<b>Literature Assignment Due Class Extension Assignments Due-put all three in one bag so it can be returned tonight</b>
	9/17	Teach Lab Science Lesson providing typed Lesson Plan	<b>TEACH</b>
5	9/22	Teach Lab Science Lesson providing typed Lesson Plan	<b>TEACH</b>
	9/24	<b>Earth Sciences</b> Maps-topographic and geologic Fossils Geologic History	<b>Sign up to Teach Science Inst. Strategy Lesson on Oct 6 or 8</b>
6	9/29	<b>Life Sciences</b> Genetics Human Body Microbiology Kelp Beads	<b>Bring: Empty small water bottle</b>

	10/1	<b>Physical Sciences</b> Newton's Toy Box Roller Coaster Physics Periodic Table	<b>Bring any written ideas for requests of topics to be presented /demo on Oct 13</b>
7	10/6	Teach Science Instructional Strategies Lesson providing typed Lesson Plan Monster Mash	<b>TEACH</b>
	10/8	Teach Science Instructional Strategies Lesson providing typed Lesson Plan	<b>TEACH</b>
8	10/13	<b>Present Discrepant Events</b> <b>Chemistry</b> Three Cup Monte Mixed Reactions Cabbage Patch/pH Vocabulary <b>Student Requested Topics</b>	<b>Present your Discrepant Event and write-up</b>  <b>Organized Notebook Due</b>
	10/15	Celebration of Edible Science BINGO Drawing for Resources	<b>Thematic Unit Due</b>

**SINGLE SUBJECT TEACHER CREDENTIAL PROGRAM  
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
EDSS 533: Teaching English Language Arts in Middle School**

**FALL 2008**

*“Your students will teach you how to teach”  
--Donald M. Murray*

**Instructor:** Dr. Mary Adler

**Office:** Bell Tower West Room 1295

**Tel:** 805-437-8486 (office) **Email:** mary.adler@csuci.edu

**Office hours:** Tues/Thurs 10:30-11:30am; W 3:00-4:00pm; and by appt

**Blackboard:** <http://blackboard.csuci.com> (no www)

**Class Meeting Time:** Mondays and Wednesdays 4:30-7:20pm until 10/16/2008 **Location:** BT 2716

**Prerequisite:** must be officially admitted to the Single Subject Credential Program.

**Co-Requisite:** 1-2 units of EDSS 570 (Part-time) or EDSS 575 concurrent with this course.

**Course Description:** A study of essential content and methods in teaching expository and creative writing and literature, primarily at the middle school level. Includes a focus on the writing process and assessment of writing, strategies for building reading comprehension and for teaching textual interpretation, questioning strategies, and scaffolding techniques. Emphasizes reflective practice based on California standards for the teaching profession and the use and alignment of curricula to the academic content standards for California public schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

### **PURPOSE OF THIS COURSE/ASSUMPTIONS**

The purpose of this course is to prepare you to be an English teacher. Not just any teacher, but a capable, flexible, creative one. One who will

- stay in the profession and become part of the rich professional community that composes our field
- listen to students when they speak, and respond by cultivating further learning and engagement
- reflect on past successes and failures and learn from both
- utilize sound strategies that are research-based and that make sense theoretically
- use this foundation to respond appropriately to the changing demands of our school systems

**This is a heady goal for you, and for me. So, down to nuts and bolts: We'll start by looking at some assumptions and theories about teaching and learning. It's important to consider these throughout, so that we can understand what drives our beliefs and actions in the classroom. Then we'll get to work in focusing on the essentials of the secondary English curriculum: teaching literature, reading, writing, listening, and speaking. We will strive to integrate these concepts as often as possible so that they work in concert to push learning forward. The spring methods course will add further complexity to these basics by focusing more directly on non-fiction, and literacy in high school contexts.**

I have sought to model scaffolding for you throughout the course. Therefore, assignments will build in difficulty over the course of the semester. You'll have opportunities to work alone, in

small groups, and with the whole class. I'll ask you to synthesize your learning in a final project at the end. I'll also ask you to engage in periodic reflections on your learning, so that you can keep track of how your ideas are changing or growing over time.

### **REQUIRED TEXTS:**

California Department of Education. English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve. <http://www.cde.ca.gov/be/st/ss/index.asp>

California Department of Education. Reading/Language Arts Framework for California Public Schools <http://www.cde.ca.gov/re/pn/fd/documents/lang-arts.pdf>).

*Recommended Literature, Grades K-12.* (Searchable database: <http://www.cde.ca.gov/ci/r/ll/>).

Adler, Mary & Rougle, Eija. (2005). *Building Literacy through Classroom Discussion*. New York: Scholastic, Inc.

Milner, Joseph O. & Lucy. F. M. Milner. (2008). *Bridging English*. 4<sup>th</sup> Ed. Upper Saddle River, NJ: Pearson.

One young adult novel, to be determined.

### **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.

### **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. 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).

### **STUDENT LEARNING OUTCOMES**

Students who successfully complete this course will be able to:

1. Develop teaching strategies that will help students in grades 7-12, particularly middle school students, use the writing process to develop and improve their writing skills and their writing products.
2. Demonstrate, in writing and discussion, an understanding of the theory and practice of teaching writing.
3. Create lesson plans aligned to the Academic Content Standards.
4. Use technological resources in teaching writing and literature and infuse technology into planning and teaching.

5. Consider the diversity of learners and learning environments when teaching and planning for instruction.
6. Choose literature appropriate for the levels and learning needs of diverse 7-12 students, particularly at the middle school level.
7. Read about, discuss, and apply multicultural and integrated approaches to teaching literature.
8. Demonstrate, in writing and discussion, an understanding of the theory and practice of teaching literature.
9. Make instructional accommodations for diverse learners (English Learners and special needs candidates included) in planning and teaching writing and literature.
10. Design effective assignments across literary genres
11. Demonstrate, in writing and discussion, an understanding of techniques for orchestrating classroom discussions.
12. Create and use a variety of assessment strategies in their lessons.
13. Develop strategies for responding to and evaluating student writing, both in drafts and in final versions.

***The following CCTC Program Standards are addressed in this course. Please refer to the Student Teaching Handbook for a full listing of the elements.***

- Standard 3: Relationships Between Theory and Practice, 3B, 3C, 3D, 3E
- 4: Pedagogical Thought and Reflective Practice, 4A, 4B, 4C, 4D, 4E
- 5: Equity, Diversity and Access to the Core Curriculum, 5A, 5B, 5F
- 6: Opportunities to Learn, Practice and Reflect on Teaching, 6A, 6B, 6C
- 7: Preparation to Teach Reading-Language Arts, 7B-B
- 8: Pedagogical Preparation for Subject-Specific Content Instruction, 8B-D
- 9: Using Computer-Based Technology in the Classroom, 9B, 9D, 9E, 9F, 9G, 9I
- 10: Preparation to Create a Supportive, Healthy Environment for Learning, 10A, 10B
- 12: Prof. Perspectives Toward St. Learning and the Teaching Profession, 12A, 12C, 12D, 12F
- 13: Preparation to Teach English Learners, 13B, 13G,
- 14: Preparation to Teach Special Populations in the General Ed. Classroom, 14C, 14D, 14E,
- 15: Learning to Teach Through Supervised Fieldwork Elements Applicable to All Programs of Professional Teacher Preparation, 15A,
- 19: Assessment of Candidate Performance, 19A

## **TEACHER PERFORMANCE EXPECTATION COMPETENCIES**

This course is designed to help teachers seeking the Single Subject 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. TPE's addressed in this course are:

- TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
- TPE 2: Monitoring Student Learning During Instruction
- TPE 4: Making Content Comprehensible
- TPE 5: Student Engagement
- TPE 6B: Developmentally Appropriate Practices in Grades 4-8
- TPE 7: Teaching English Learners
- TPE 9: Instructional Planning
- 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 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 highlighted in this syllabus.

### **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. Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, students are expected to attend all classes--arriving on time and staying until the class is dismissed. At a minimum, students must attend more than 90% of class time, or it will impact your course grade. Any combination of two tardies or early departures will count as an absence. Please notify me ahead of time if you will be absent.

#### **Academic Honest 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. This also applies to assignments that are your own work but that were done for a different class and submitted again without prior permission. Therefore, submit your own original work and cite your sources when referencing the work of others. Please see the instructor if you have questions or concerns.

### **LATE/REDONE WORK**

All assignments should be submitted in class on the due date. All work turned in electronically on the date due by email or fax will also receive consideration for full credit. Late work will receive consideration for partial credit—a reduction of 10% of the assignment grade. Assignments graded as B or lower may be redone for a higher replacement grade by the date indicated on the schedule. Repeatedly turning in late work or having to redo work due to poor effort cancels this policy.

### **GRADING POLICY**

Unless stated, assignments must be typed and double-spaced. All referenced works must be cited using an accepted professional format (either APA or MLA). Content and mechanics will be considered when grading written assignments; these are expected to reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Pluses and minuses will be used in grading, as spelled out in the following chart:

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

### **Students With Special Needs**

Students with disabilities needing accommodation, please make requests to Disability Accommodation Services, East Bell Tower, 1796 (805-437-8528). Please discuss approved accommodations with me.

### **COURSE REQUIREMENTS**

#### **Active Participation (15 points)**

What can you do to earn an A for participation? Be in class, ready to learn, and on time. Have questions, comments, or ideas based on the reading or topics discussed. Connect ideas back to previous topics, other readings, or real classroom examples. Speak up when something isn't making sense or creates conflicts in your thinking. Be constructive and supportive of your peers and your instructor. Maintain a friendly, approachable demeanor. Show a willingness to listen and consider alternative viewpoints. Be professional.

#### **Reading Responses (20 points)**

Reading responses will be specifically assigned in class each Wednesday for the next week. Please keep your responses together and bring them to each class. We will use them in class discussions. I will collect them periodically to respond to your thinking.

#### **Demo Lessons (25 points)**

Demonstration lessons are a chance for you to try out a lesson on your classmates before taking it out into a real secondary classroom.

- First semester students will select a demo lesson from a list of options (signup sheet will be handed out in class). Within each lesson are choices that should give you enough freedom and flexibility to make the lesson your own. You will plan and execute 10-15 minutes of a lesson (about a quarter of a class period).
- Second semester students have the option to create an original lesson plan focusing on a particular genre (for example, teaching literature or writing), with the same time frame.
- Please let us know the week before if you expect any prior preparation on our part (such as advance reading). After your session, you will go out for a bit while the class discusses the lesson and decides how best to provide feedback to you. When you return, you will receive feedback and be able to ask questions.
- During class meeting following after your demo lesson, please submit (a) your demo lesson plan, written out in the CSUCI informal lesson plan format and (b) a cover sheet reflecting on what you learned from your actual teaching experience—what worked, what surprised you, what you would do differently next time, what kinds of learning you observed, etc. The cover sheet is integral to your grade on the demo lesson.

#### **Young Adult Novel Class Lesson Plan (15 points)**

As a class, we will select one young adult novel and create a series of informal lesson plans that, when put together, will teach the entire novel. We will divvy up the assignments in class and work together to create a cohesive novel plan. You will be asked to contribute a nominal amount (approximately \$7) if you would like a bound copy of the novel plan once it is finished.

**Original Lesson Plans (20 points; 10 points each)**

Two additional lesson plans are required. *For each, you'll bring in a draft and have some class time to discuss your ideas and receive feedback.* A final formal lesson plan will be due within the next week (see syllabus for due dates).

- Note: If you do not bring a draft to class but turn in a final, it will be treated as late.
- Lesson Plan #1 should be based on a short piece of literature or excerpt (fiction, poetry, or drama)—short enough to do in a class period. It should focus on a maximum of 2 content standards.
- Lesson #2 should be focused on language instruction or writing and focus on a maximum of 2 content standards.
- Both lesson plans should be based on a 50 minute period. Strong lessons will show awareness of ideas and concepts discussed in class and in the readings.
- Original lesson plans may be used as part of your unit plan and/or in your student teaching experiences.
- Students are encouraged to share successful final lessons on BB to help the class develop a repertoire of possible lessons.
- *You will have the option to revise your graded lesson plans for a higher grade. See the syllabus for deadlines to submit rewrites. All rewrites must include the original, graded lesson plan, with highlighted marks on the rewrite showing areas of improvement.*

**Unit Plan (50 points):**

- Each student will develop a 3-4 week unit plan. You will turn in a rationale, a 3-4 week scope and sequence, one week's worth of formal, sequential lesson plans, and copies of any assessments or materials that are critical to the unit, including at least one guide for discussion. Samples will be provided.
- We will reserve the 8<sup>th</sup> week of classes to work in-depth on preparing a draft of the unit; during this time I will provide individual in-class feedback. You will then have time to revise the draft (ideally after trying parts of it out in the classroom); a final revised draft will be due to me by Friday, December 5, at noon.
- We will develop the rubric for the unit plan together as a class.

**ASSIGNMENT SUMMARY**

Assignment	Points	Objectives Addressed
Active participation	15	<ul style="list-style-type: none"> <li>• Potential to demonstrate any objective</li> </ul>
Reading Response	25	<ul style="list-style-type: none"> <li>• demonstrate, in writing and discussion, an understanding of the theory and practice of teaching writing</li> <li>• read about, discuss, and apply multicultural and integrated approaches to teaching literature.</li> <li>• consider the diversity of learners and learning environments when teaching and planning for instruction.</li> <li>• Other objectives as appropriate</li> </ul>
Demo Lesson & reflection	25	<ul style="list-style-type: none"> <li>• develop teaching strategies for literature and writing</li> <li>• consider the diversity of learners and learning environments when teaching and planning for instruction.</li> </ul>
Class Choice Young Adult Novel Plan	15	<ul style="list-style-type: none"> <li>• develop teaching strategies for literature and writing</li> <li>• make instructional accommodations for diverse learners</li> </ul>

		(English Learners and special needs candidates included) in planning and teaching writing and literature. <ul style="list-style-type: none"> <li>• Read about, discuss, and apply multicultural and integrated approaches to teaching literature.</li> </ul>
Original Lesson Plans (2)	20	<ul style="list-style-type: none"> <li>• develop teaching strategies for literature and writing</li> <li>• create lesson plans aligned to the Academic Content Standards</li> <li>• consider the diversity of learners and learning environments when teaching and planning for instruction.</li> <li>• Choose literature appropriate for the levels and learning needs of diverse 7-12 students</li> <li>• Demonstrate, in writing and discussion, an understanding of techniques for orchestrating classroom discussions.</li> </ul>
Unit Plan	50	<ul style="list-style-type: none"> <li>• use technological resources in teaching writing and literature and infuse technology into planning and teaching.</li> <li>• make instructional accommodations for diverse learners in planning and teaching writing and literature.</li> <li>• demonstrate, in writing and discussion, an understanding of the theory and practice of teaching literature.</li> <li>• demonstrate, in writing and discussion, an understanding of techniques for orchestrating classroom discussions.</li> <li>• design effective assignments across all literary genres</li> <li>• create and use a variety of assessment strategies.</li> <li>• develop strategies for responding to and evaluating student writing, both in drafts and in final versions</li> <li>• Read about, discuss, and apply multicultural and integrated approaches to teaching literature.</li> </ul>
Total Possible	150	140-150 A; 135-139 A-; 131-134 B+; 125-130 B; 120-125 B- and so on

### COURSE CALENDAR OF TOPICS and ASSIGNMENTS

\*\*Tentative Schedule, subject to change

Week	Date	Topics	Assignments due in class: <i>BE=Bridging English BL=Building Literacy CRR=Collect Reading Response LP=Lesson Plan</i>
	8/25	Course overview; Beliefs about teaching and learning; Scaffolding	Due 8/25: --
	8/27		Due 8/27: BE Ch. 1 & pp.111-115; do Invitation p. 5, #1-9
2	9/1	Developing classroom environment & culture; Theories of dialogic interaction; Strategies & techniques to begin discussion	9/1: Happy Labor Day
	9/3		Due 9/3: BL Ch. 1-4; first half of class YA Novel; <b>CRR</b> ; Demo #1
3	9/8	Teaching literature (fiction, poetry, & drama)	Due 9/8: BE pp. 459-462 & p. 419 (Table 13-2); BL Ch. 5-6; second half of class YA Novel
	9/10		Due 9/10: BE pp. 421-436; <b>LP#1 draft</b> ; <b>CRR</b> ; Demo #2
4	9/15	Teaching literature & textual interpretation; Develop YA novel plans	Due 9/15: BE Ch. 5 (focus on pp. 121-125; 127-161); be prepared to model a teaching approach; <b>CRR</b>

	9/17		Due 9/17: <b>LP #1 final</b> ; Optional: BE pp. 293-316; Demo #3 & 4
5	9/22	Working with struggling readers and writers; Teaching Grammar; In-class discussion of unit plans	Due 9/22: BE pp. 219-222; Ed. Leadership ELL Issue (eReserve)
	9/24		Due 9/24: BE pp. 390-394 & Ch. 3; do Invitation p.82-83 #1-8; <b>CRR</b> ; Demo #5 & 6
6	9/29	Teaching writing; Considering writing as part of a larger, scaffolded conversation; Writing genres	Due 9/29: BL Ch.7 (Ch. 8 optional); BE pp. 469-474; <b>final rewrites of LP#1 or YA LP</b>
	10/1		Due 10/1: <b>Unit preview</b> ; Jigsaw: a) pp. 376-378; b) pp.378-380; c) pp. 383-386; or d) pp. 399-401; Demo #7
7	10/6	Teaching revision; Effective instruction in Writing; Evaluating writing	Due 10/6: Adler article on revision; <i>Writing Next</i> pp. 7-24; <b>CRR</b> ; Demo #8 & 9
	10/8		Due 10/8: BE pp. 436-444; <b>LP #2 draft</b> ; unit previews returned
8	10/13	Unit plan workshop; Course synthesis	Due 10/13: <b>LP#2 final</b> ; work on unit plan draft
	10/15		Due 10/15: work on unit plan draft; in-class feedback
	10/30		<b>Final rewrites of LP#2 due</b>
15	12/5, 5pm		Last day to submit <b>final draft of unit plan</b> in my mailbox or office
Finals		Celebrate; return unit plans; reflect	--

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
SCHOOL OF EDUCATION  
TEACHING CREDENTIAL PROGRAM**

**EDSS 534  
Teaching Social Studies in Middle Schools**

**Fall, 2009**

Instructor:	Dr. Eric Toshalis
Office:	Bell Tower East, 2840
Telephone:	805.437.3304
Email:	eric.toshalis@csuci.edu
Class Meeting Time:	Mon/Weds, 4:30-7:20
Class Meeting Location:	
Office Hours:	
Course Website:	accessed through csuci.blackboard.com

**COURSE DESCRIPTION**

Course prepares single subject credential candidates to teach social studies content in middle school classrooms. Primary emphases include the state standards, instructional techniques, and curricular materials commonly used to promote academic achievement in California's multicultural social studies classrooms. Methods to reach and teach English language learners and students with special needs are also highlighted.

**COURSE EMPHASES**

Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction. The function of education, therefore, is to teach one to think intensively and to think critically.

— Rev./Dr. Martin Luther King, Jr.

The course is designed to identify the unique intellectual, social, and political contributions of the social sciences and it advocates for a social justice orientation when teaching in this content area. Specific consideration in EDSS 534 is given to the distinct developmental needs of sixth, seventh, and eighth grade learners. A majority of the course focuses on the objectives, instructional techniques, and curricular materials commonly used to promote academic achievement in social studies classrooms. Attending to the national/state/district standards that are intended to guide teachers' curricular decision-making, the course moves from macro-level analyses of frameworks to meso-level analyses of state-adopted textbooks. Using this as a foundation, students then plan instruction using an array of pedagogical techniques ideally suited for daily social studies teaching with middle school students. Certain curricular materials, assessment practices, cooperative learning activities, and classroom management techniques that are ideally suited to social studies teaching are demonstrated. Special attention is given to the needs of students who have been marginalized by their schooling experiences based on their culture, ethnicity, gender, linguistic heritage, race, socioeconomic level, and/or sexual orientation, and the tenets of culturally responsive pedagogy are

woven throughout the course. Methods to reach and teach English language learners and students with special needs are also 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.**

### **PREREQUISITE(S)**

Prior admission into the Single Subject Credential Program and concurrent enrollment in a middle school field placement are required.

### **ALIGNMENT OF STANDARDS FOR EDUCATORS**

#### **DEVELOPMENT TO FOSTER STUDENT LEARNING**

In our preparation of professional educators, the faculty in the School of Education at CSUCI 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). For a complete listing of which specific CTC standards are aligned and emphasized in this course, please refer to the course website.

Program Standard 3: Relationships Between Theory and Practice

Program Standard 4: Pedagogical Thought and Reflective Practice

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

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

Program Standard 7B: Single-Subject Reading, Writing, and Related Language Instruction in English

Program Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by SS Candidates

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

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

Program Standard 11: Preparation to Use Educational Ideas and Research

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

Program Standard 13: Preparation to Teach English Learners

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

Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program

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

This course is designed to help students seeking the Single Subjects Credential 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 1: Specific Pedagogical Skills for Subject Matter Instruction
- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation and Use of Assessments
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 7: Teaching English Learners
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligations
- TPE 13: Professional Growth

## **STUDENT OUTCOMES**

This is a required course for students seeking a History/Social Studies Single Subject Credential. Upon completion of the course, students will be able to:

- Articulate the unique contributions of and methods in the social sciences.
- Demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (grades 6-8).
- Design lesson plans that target middle school learners using a variety of research-based pedagogical strategies.
- Identify and begin practicing specific techniques and dispositions that optimize learning for all students, specifically those who are often marginalized, minoritized, and disserved by teachers and schools due to their culture, ethnicity, gender, linguistic heritage, race, socioeconomic level, and/or sexual orientation.
- Organize the scope and sequence of annual, semester, quarterly, and unit plans of instruction specifically catered to social studies learning.
- Use research-proven techniques to promote the academic achievement of students with special needs, including those identified as SPED, EL, and/or GATE.
- Triangulate the rationale for their instructional choices by referencing specific state standards, district and/or school frameworks, and the particular needs of their students.
- Locate and evaluate an array of social studies teaching resources available in print, digital, and multimedia formats.
- Identify, critique, and innovate a series of assessment techniques that enhance teachers' capacity to measure achievement and chart progress in their classroom.
- Implement cooperative learning activities in their instructional planning in a manner that promotes the social, intellectual, and political development of students, and makes learning fun.
- Use timelines and maps to give students a sense of temporal and spatial scale, and help students understand events and periods from multiple perspectives by using simulations,

case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

- Teach students how social science concepts and themes provide insights into historical periods and cultures.
- Connect essential facts and information to broad themes, concepts and principles, and relate history-social science content to current or future issues.
- Teach students how cultural perspectives inform and influence understandings of history.
- Select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture from multiple perspectives.
- Ask questions and structure academic instruction to help students recognize prejudices and stereotypes.
- Create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values.
- Monitor the academic development of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

#### **STANDARDS FOR SUCCESSFUL COMPLETION OF COURSE**

5. Attend *every* session and respect your peers and professor by being on time, returning promptly from breaks, and remaining in class until its conclusion.
6. Participate actively, attentively, critically, and productively in all discussions and activities.
7. Demonstrate your commitment to teaching, learning, your students, and your peers by reading *all* assigned texts *prior* to each session.
8. Satisfactorily complete by the posted due dates each written assignment.

Due to the interactive and cumulative nature of courses in the Single Subject Credential Program, each student is expected to attend *every* session. Attendance will be taken. If you cannot attend a session, you must contact Dr. Toshalis by phone or email *prior* to the course meeting time to explain your circumstances. Participants who miss one session will be expected to complete a two-page brief that pertains to the content covered on the day of the missed session. Note that if you miss more than one session, it *will* negatively impact your grade, and students who miss more than two sessions will be advised to withdraw from the course.

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

Individuals who are differently abled in a way that may affect their ability to perform optimally in this course or at their school site are encouraged to inform Dr. Toshalis *at the start of the semester* with a written explanation. Students are also requested to contact Disability Accommodation Services at 805.437.8510 to document their disability and obtain support. Methods, materials, activities, and/or assignments will be modified in such cases in order to provide for equitable participation.

## REQUIRED TEXTS

- Banks, J. A., Banks, C. A. M., & Clegg, A. A. (1999). *Teaching strategies for the social studies: Decision-making and citizen action* (5th ed.). New York: Longman.
- *California History-Social Science Content Standards for Grades Six, Seven, and Eight* (download from <http://www.cde.ca.gov/be/st/ss/hstmain.asp>).
- *Expectations of Excellence: Curriculum Standards for Social Studies*, by the National Council for the Social Studies (available from NCSS Publications at 1.800.683.0812, order # BU890094).
- Kottler, E. & Gallavan, N. P. (2008). *Secrets to success for social studies teachers*. Thousand Oaks, CA: Corwin Press.
- *National Standards for Social Studies Teachers*, by the National Council for the Social Studies (download from <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>).
- NMSA. (2003). *This we believe: Successful schools for young adolescents*. Westerville, Ohio: National Middle School Association.
- *Standards for History, Grades 5-12* (in both U.S. and World history), by the National Center for History in the Schools (download from <http://www.sscnet.ucla.edu/nchs/standards/>).
- TaskStream subscription, available at [www.taskstream.com](http://www.taskstream.com).

Note that additional articles and auxiliary materials will be announced, assigned, and posted on the course website eReserves for retrieval.

## GRADING POLICIES

See the CSUCI General Catalogue for grading policies that cover all courses. For EDSS 534 in particular, rubrics will be distributed or posted online for most assignments well before their due dates. All assignments, whether written or oral, will be assessed both for content (i.e., level of detail, logic of argument, synthesis of information, depth of analysis, pertinence to the topic, etc.) and for mechanics (i.e., grammar, spelling, format, adherence to APA style, transitions, clarity, etc.). Use of the writing center is highly encouraged. All written assignments must be submitted in hard copy (please, no email or fax submissions).

Individual assignments will receive substantive narrative feedback as well as a letter grade. There are three letter grades that submitted work may earn:

- A = “exemplary”
- B = “satisfactory”
- C = “unsatisfactory” or “revise & resubmit”

A and B grades are considered passing; C is not. No “plus” or “minus” grades will be given. If your work is unsatisfactory such that you receive a grade of C on any assignment, you have the option to negotiate with Dr. Toshalis the earliest possible re-submission date so as not to fall behind in the semester. If you choose not to revise and resubmit, the grade will remain a C. Failure to earn satisfactory or exemplary (i.e., A or B) marks on the majority of your work in EDSS 534 will result in a grade of C or lower, which does not meet basic expectations for admittance into CSUCI’s credential programs.

In general, all assignments must be submitted on their due dates. Late work will not be accepted. Should unpredictable life events interfere with your ability to complete an assignment on time, please contact Dr. Toshalis to discuss options *before* its due date.

All written assignments, unless otherwise notified, must adhere to the following format requirements:

- double-spaced text on 8.5 x 11” paper, stapled in the upper-left corner

- 12 point Garamond, Times, or Times New Roman font
- one inch margins on all four sides
- normal kerning and spacing
- each page numbered in the upper-right corner.

Please use APA format for all citations, quotations, and bibliographic material. In addition to consulting online APA guides posted on the course website, it is recommended that students either consult any of several printed APA guides available in the library reference area or purchase for themselves a guide to the APA style, such as:

Houghton, P. M., Houghton, T. J., & Peters, M. F. (2005). *APA--the easy way*. Flint, MI: Baker College.

Perrin, R. (2007). *Pocket guide to APA style* (2nd ed.). Boston: Houghton Mifflin.

There will be no tolerance for plagiarism or any other academic dishonesty. All policies detailed in the CSUCI catalog regarding consequences for academic dishonesty will be followed. In particular, papers with plagiarized ideas or language will be graded “NC” and must be rewritten with proper quotations and referencing if the student intends to pass the course for credit. The grade of “NC” will remain the recorded grade on that assignment. In cases where cheating or plagiarism was premeditated, students may receive an “NC” for the course.

## **COURSE ASSIGNMENTS**

### **Shopping Spree**

Imagine you have been given \$250 by your district to purchase curricula for your middle school social studies course. Your job is to survey an array of materials in print catalogs and online merchants and then decide which items you would want to buy. You will provide a listing of your purchases, the cost of each, and a rationale explaining why you believe each item would most promote student interest and achievement in social studies (at least a full detailed paragraph for each item), given the standards you are required to teach and the population of students in your classroom. If you want to triple the money allotted to you, you may write a 1-2 page grant proposal requesting \$500 from an outside funder. This request must be clear, compelling, and make direct links between how you intend to spend the money and what it will do for your students.

### **Annotated Review of Social Studies Websites Appropriate for Students**

From the list posted on the course webpage, you will analyze and write a one-paragraph review on each of three prominent websites relevant to social studies teaching and learning. You will also search for, find, and review two others of your own choosing. Your annotated review will be posted on our course webpage for others to use in planning and implementing instruction. You will be given a rubric to make clear how the assignment will be assessed.

### **Lesson Plans (1 & 2)**

Using one of the methods modeled and/or discussed in class, you will construct two complete lesson plans using the CSUCI Formal Lesson Plan template. Details on what will be required in these lesson plans and a rubric for how they will be assessed will be provided. Lesson plan #1 should incorporate one or more of the skills (covered in sessions 5-7), and lesson plan #2 should demonstrate the implementation of a specific discussion strategy (covered in sessions 8 & 9).

### **Assessments**

To demonstrate your capacity to connect instruction with observable student learning, you will submit a collection of assessments that are aligned with the content you will be teaching later in the semester. Three components of this assignment are required:

1. homework assignment
2. unit test
3. culminating project or other example of “authentic assessment”

For each component, you will provide the actual document(s) you would give to the students and a narrative that explains what type of assessment it is, how it measures student learning, what is being assessed, and how it is aligned with your lesson/unit plan. You will be given a rubric to make clear how the assignment will be assessed.

**Reflective e-Portfolio**

You will construct either a website or PowerPoint/Keynote presentation (both to be shared with your peers) that summarizes your understanding of several major components/themes of the course. Your product should be a synthesis of artifact analysis, self-critique, and collaboration, and should demonstrate not just what you have learned but how you intend to improve. Specifically, you will need to demonstrate how you addressed these six areas:

1. middle school learner issues
2. incorporation of national/state/district/CT standards into cohesive curricula
3. implementation of technology
4. preparation of students for critical citizenry
5. teacher research methods; classroom as laboratory

Your product should evidence the process of collection, selection, reflection, direction, and celebration. You will be given a rubric to make clear how the assignment will be assessed.

**GRADE DISTRIBUTION**

Shopping Spree.....	10%
Annotated Review of Websites.....	10%
Lesson Plans.....	2 x 15% = 30%
Assessments.....	20%
Reflective e-Portfolio.....	30%

**FINAL GRADE SCALE**

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      F = 0-59%

*Note: on the following two pages, the topics, assignments, and readings are subject to change with notice.*

**SCHEDULE**

Wk	Date	Topics/Activities	Readings	Assignments
wk	Session 1 Aug. —	<p><b>Surveying the unique needs of middle school social studies students</b></p> <p>• <i>What makes middle school students and middle school social studies teaching distinctive?</i></p>	<ul style="list-style-type: none"> <li>• NMSA (2003)</li> <li>• Lesko (2005)</li> <li>• San Antonio (2006)</li> </ul>	

1		<ul style="list-style-type: none"> <li>• Specific insights from the middle school movement</li> </ul>		
	Session 2 Aug. —	<p><b>Analyzing the national and state frameworks</b></p> <ul style="list-style-type: none"> <li>• <i>What is (supposed to be) taught in middle school?</i></li> <li>• Scrutinizing state-adopted textbooks, course models, and auxiliary materials</li> </ul>	<ul style="list-style-type: none"> <li>• NCHS &amp; NCSS standards</li> <li>• CA DOE framework</li> <li>• CA History-Social Science course models</li> <li>• Bain (2006)</li> </ul>	
wk	Session 3 Sept. —	<p><b>How to augment the textbook</b></p> <ul style="list-style-type: none"> <li>• <i>Besides the textbook, what curricula might we use?</i></li> <li>• TCI, SPLC, ESR</li> <li>• Interact, Jackdaws</li> <li>• Library of Congress</li> <li>• Literature, art, music</li> </ul>	<ul style="list-style-type: none"> <li>• Martorella, et al (2005), chp. 4.</li> <li>• Pettis-Renwick (2002)</li> <li>• Zinn (2003)</li> </ul>	
	Session 4 Sept. —	<p><b>Using technology to enhance teaching</b></p> <ul style="list-style-type: none"> <li>• <i>How might we use various technologies to promote teaching and learning?</i></li> <li>• Using the document projector &amp; OHP</li> <li>• Incorporating digital archives</li> <li>• Webquests, scavenger hunts, virtual field trips &amp; museums, photo essays, research projects, electronic scrapbooks</li> <li>• Game &amp; review hardware</li> <li>• Record-keeping, grading software</li> </ul>	<ul style="list-style-type: none"> <li>• Kottler &amp; Gallavan (2008) chp. 10</li> <li>• NCSS articles on incorporating technology into social studies curricula (TBA)</li> </ul>	<ul style="list-style-type: none"> <li>• Shopping spree</li> </ul>
wk	Session 5 Sept. —	<p><b>Teaching social studies skills, part 1</b></p> <ul style="list-style-type: none"> <li>• <i>What skills are particularly well suited to social studies classrooms? How might we teach them?</i></li> <li>• Thinking skills</li> <li>• Economic skills</li> <li>• Map &amp; globe skills</li> <li>• Evaluating internet sources</li> </ul>	<ul style="list-style-type: none"> <li>• Banks, Banks &amp; Clegg (1999), chps. 3 &amp; 5</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated review of online student-centered resources &amp; digital archives</li> </ul>
	Session 6	<p><b>Teaching social studies skills, part 2</b></p>	<ul style="list-style-type: none"> <li>• NCSS &amp; CA content standards' sections</li> </ul>	<ul style="list-style-type: none"> <li>• Bring to class an outline of what</li> </ul>
3				

	Sept. —	<ul style="list-style-type: none"> <li>• <i>What other skills might we teach?</i></li> <li>• Charting time and chronology</li> <li>• Cooperative work skills (SEL)</li> <li>• Graphic organizing</li> </ul>	on skill-building	your CT intends to cover this year, this semester, and during your practicum
wk 4	Session 7 Sept. —	<b>Evaluating primary source documents</b> <ul style="list-style-type: none"> <li>• <i>How might we teach students to assess a document's claims and/or the originator's intention(s)?</i></li> <li>• Critically analyzing bias, agenda, social location, reliability, and veracity</li> <li>• The relevance of William Perry's theory of cognitive development</li> </ul>	<ul style="list-style-type: none"> <li>• Drake &amp; Nelson (2008), chp. 7</li> <li>• Online resources TBA</li> </ul>	
	Session 8 Sept. —	<b>Directed discussion techniques, part 1</b> <ul style="list-style-type: none"> <li>• <i>If lecturing often fails to inspire, how might we modify the didactic to make it dialogic?</i></li> <li>• The power of the question</li> </ul>	<ul style="list-style-type: none"> <li>• Drake &amp; Nelson (2008), chp. 8</li> </ul>	• Lesson Plan #1
wk 5	Session 9 Sept. —	<b>Directed discussion techniques, part 2</b> <ul style="list-style-type: none"> <li>• <i>Now that we can facilitate dialogue, how might we focus it so content is engaged and understood?</i></li> <li>• Guiding inquiry and getting out of the way</li> </ul>	<ul style="list-style-type: none"> <li>• Banks, Banks &amp; Clegg (1999), chp. 4</li> </ul>	
	Session 10 Sept. —	<b>Teaching about religion</b> <ul style="list-style-type: none"> <li>• <i>How can we address religion in the classroom without violating the First Amendment?</i></li> <li>• Preparing students to discuss religious issues in history and contemporary society</li> </ul>	<ul style="list-style-type: none"> <li>• ERIC document ED341613, "Moral and Civic Education and Teaching About Religion"</li> <li>• Review of online guides</li> </ul>	• Lesson Plan #2
wk	Session 11 Oct. ____	<b>Assessments in social studies, part 1</b> <ul style="list-style-type: none"> <li>• <i>What are some typical and innovative ways to assess student learning in social studies classrooms?</i></li> <li>• How to assess learning (and teaching) beyond the worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Kottler &amp; Gallavan (2008), chp. 4</li> <li>• Marzano (2000), chps. 2 &amp; 3</li> </ul>	

6	Session 12 Oct. ____	<b>Assessments in social studies, part 2</b> <ul style="list-style-type: none"> <li>• <i>How can I prepare my students to pass standardized tests and simultaneously provide deeper engagement with complex issues?</i></li> <li>• How to use authentic assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Review websites on authentic assessment in social studies</li> </ul>	
wk	Session 13 Oct. ____	<b>Teacher research</b> <ul style="list-style-type: none"> <li>• <i>How can we keep learning about our students and improving our teaching methods?</i></li> <li>• Using your classroom as a laboratory for teaching improvement</li> <li>• The value of reflection</li> <li>• Reciprocal transformation</li> <li>• Innovation as progress</li> </ul>	<ul style="list-style-type: none"> <li>• Sharp (2003)</li> <li>• Chiseri-Strater &amp; Sunstein (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments</li> </ul>
7	Session 14 Oct. ____	<b>Humanities in middle schools</b> <ul style="list-style-type: none"> <li>• <i>You mean we may have to teach literature and grammar too? How might we do this?</i></li> <li>• Weaving together History and English/Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• “Notable Social Studies Trade Books for Young People” (download at <a href="http://www.ncss.org/resources/notable/">http://www.ncss.org/resources/notable/</a>)</li> </ul>	
wk 8	Session 15 Oct. ____	<b>Teaching for citizenship and social justice</b> <ul style="list-style-type: none"> <li>• <i>How can our social studies classes help shape a more just, peaceful, and sustainable world?</i></li> <li>• Social studies as preparation for an engaged multiculturalism</li> </ul>	<ul style="list-style-type: none"> <li>• Crocco (2001)</li> <li>• Hyland (2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective e-Portfolio</li> <li>• Course Self-Evaluation form</li> </ul>

## **EDSS 541: Teaching Mathematics in Secondary Schools (4 units)**

SPRING 2009

SINGLE SUBJECT TEACHER CREDENTIAL PROGRAM  
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Professor: Jim Short, M.Sc.

### **Office:**

Telephone: 805-640-0131 (H); 805-798-1736 (Cell)

Office Hours: By appointment

E-Mail: [james.short@ouhsd.k12.ca.us](mailto:james.short@ouhsd.k12.ca.us); [james.short@csuci.edu](mailto:james.short@csuci.edu)

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

Class Meeting Time: Tuesdays & Thursdays, 4:30 – 7:20 p.m. until March 12, then Tuesdays from 4:30 – 6:20 pm

Class Meeting Place: Broome Library 1710

Meeting Schedule: Jan. 20 & 22; Jan. 27 & 29; Feb. 3 & 5; Feb. 10 & 12, Feb. 17 & 19; Feb. 24 & 26; March 3 & 5; March 10 & 12; March 17; March 31; April 7; April 14; April 21; April 28; May 5.

## **COURSE DESCRIPTION**

Prerequisite: Must be officially admitted to the Single Subject Credential Program

Co-Requisite: Students must register for 1-2 units of EDSS 580: Field Experience High School (Part-time program) or EDSS 585: Student Teaching High School concurrent with this course.

The course is a study of content, methodology, materials and current research in teaching secondary mathematics courses including a focus on literacy. Focuses on the curricular framework of mathematics as appropriate for high school courses. Emphasizes reflective practice based on California Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

## **REQUIRED TEXTS**

Alfred Posamentier, Hope Hartman, & Constance Kaiser, *Tips for the Mathematics Teacher, Researched-Based Strategies to Help Students Learn*, SAGE Publications, Thousand Oaks, CA., ISBN: 0-8039-6590-7

Literacy readings on eReserves (BlackBoard).

### **University 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 graduate 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”**

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

**In our preparation of profession 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).**

**Through this course, students will be able to:**

- **Identify important issues of modern secondary mathematics curriculum**
- **Align lessons and lesson plans to the California State Academic Content Standards**
- **Apply effective teaching techniques to the instruction of high school mathematics content**
- **Recognize and utilize effective problem-solving strategies in the high school mathematics curriculum and to integrate it into all content area topics**
- **Discuss pedagogy and demonstrate teaching methods for various student levels and a diverse student population in high schools**
- **Use modern technology and mathematics software in the classroom**
- **Develop a variety of means of evaluating student needs and student learning**
- Integrate effective literacy instruction techniques to increase access to / comprehension of reading materials
- Integrate literacy instruction techniques to increase access to / comprehension of math vocabulary
- Develop assignments that facilitate students' learning math content while also supporting their growth as readers and writers
- Develop methods for diagnosing students' literacy skills in math
- Assess the appropriateness of reading materials for math students

**The following CCTC Program Standards are covered in this course. Please refer to the Student Teaching Handbook for a full listing of the elements.**

**Standard 3: Relationships Between Theory and Practice, 3A, 3B, 3C, 3D, 3E**

**Standard 4: Pedagogical Thought and Reflective Practice, 4A, 4B, 4C, 4D, 4E**

**Standard 5: Equity, Diversity and Access to the Core Curriculum, 5A, 5B, 5C, 5D, 5F**

**Standard 6: Opportunities to Learn, Practice and Reflect on Teaching 6A, 6B, 6C**

**Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction, 8Ba**

**Standard 9: Using Computer-Based Technology in the Classroom, 9A, 9D, 9E, 9F, 9G, 9i**

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

**Standard 11: Preparation to Use Educational Ideas and Research: 11A, 11B, 11C**

**Standard 12: Professional Perspectives Toward Student Learning and the Teaching Profession, 12A, 12B, 12C, 12D, 12E, 12F**

**Standard 13: Preparation to Teach English Learners, 13B, 13H**

**Standard 14: Preparation to Teach Special Populations in the General Education Classroom, 14C, 14D, 14E**

**Standard 15: Learning to Teach Through Supervised Fieldwork Elements Applicable to All Programs of Professional Teacher Preparation: 15A**

**Standard 19: Assessment of Candidate Performance: 19A**

## 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 Standard of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course as highlighted.**

### 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. Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, students are expected to attend all classes—arriving on time and staying until the class is dismissed. At a minimum, students must attend more than 90% of class time, or it will impact your course grade. Any combination of two tardies or early departures will count as an absence. If you know you will not be attending class, for whatever reason, call ahead of time and I will prepare a packet of information for you. You will also be expected to participate in discussions and activities. Three points will be awarded for acceptable class participation each day. No points will be awarded if you are absent.**

##### *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 an 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 the instructor if you have questions or concerns.**

#### 2. LATE WORK

**All assignments should be submitted in class on the specified due date. All work turned in on the date due electronically by either email or fax will also receive consideration for full credit. Any assignment turned in past the due date must be dated, timed, and initialed by any Faculty Support personnel and placed in the instructor’s mailbox in the Professional Building located on the second floor. Late work will receive consideration for partial credit—a reduction of 10% of the assignment grade.**

#### 3. GRADING POLICY

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

**All assignment must be typed (10 point or 12 point font), double-space when appropriate, and have 1” margins to receive consideration for full credit. All referenced works must be cited using an accepted professional format (either APA or MLA). Content and mechanics will be considered when grading written assignments. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.**

### 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. Adaptations 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 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 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.
- Literacy instruction is integral in all content area courses.

### COURSE REQUIREMENTS

Assignments	Points	TPE’s Addressed	Program Standards
Electronic Discussions 2 @ 10 pts each	20	3, 9, 13	3,4,5,6,8Ba , 9,10,12
Textbook Analysis & Adaptation	30		
Math Problem Deck 15@ 4 pts each	60	1B, 4, 6C	3,4,8Ba, 11,12,13
Case Analysis Assignment	30		
Microteachings 2 @ 15 pts each	30	1B, 3,4,5,6C, 7,8, 13	5, 8Ba, 9, 11, 12, 13
Math Activities 4 @ 10 pts each	40	1B,3,4,5,6C, 7	3,5,12,13,14
Reading Reflections 15 @ 4 pts each	60	4, 6C, 7, 8, 10, 11, 13	3, 4, 5, 8Ba, 10, 12,13,14
Unit Plan including literacy components	70	1B, 3, 4, 5,6C, 7,8, 9,13	3,5,6, 8Ba, 9, 11, 12, 13,14
Class Participation	60	3,4,5,8,10,11,12,13	3,4,6,10,11,12,13,14,15
Total	400		

**ASSIGNMENTS.** (Literacy needs to comprise 25% of the course grade, as it is ¼ of the units; I leave it to you to adjust the point values to reflect this percentage).

**Two Electronic Discussions (ED)** will take place on the class blackboard (<http://csuci.blackboard.com>). ED assignments will be posted one week before the due date. The question will be designed to foster discussion on certain topics from class, your field experience, and issues relating to the week's readings. You will need to respond to the posted question, and to a classmate's posting to receive full credit. Posing a question of your own related to the subsequent discussion is welcome, if accompanied by your own response or reason for asking the question, as well as following-up on discussion created by the questions. (20 points)

**Textbook Analysis & Adaptation:** For this two-part paper, you will first analyze a content-area textbook for particular elements provided in class, writing up your findings and recommendations. Secondly, you will apply ideas from the course to create an adaptation plan for teaching this textbook to students who need assistance in making meaning from this text. It is strongly recommended that you use a textbook from your current school placement for this analysis. (30 points)

**Math Problem Deck:** Keep a math problem "deck" that consists of a collection of interesting high school math problems. At almost every session you will be given a math problem to work on, and time will be given in class to work with a partner or group to solve the problem. By the next class meeting you are to complete a write-up for the problem that includes a solution to the problem, why you believe the solution is correct, where in the math curriculum the problem could be used, and what value you see in the problem for your students, or why you think it has no value. (60 points)

**Case Analysis Assignment:** The purpose of this assignment is to examine how the theoretical and practical material we've been learning about pertains to real classrooms in all of their messy complexity. A case analysis asks for your interpretation of the best practice approaches to a hypothetical situation that you will read about in class. You will be asked to apply your learning about literacy in your content area to this hypothetical case and to justify your solutions in writing and/or discussion. (30 points)

**Microteaching:** Partners will prepare two problems for 10 – 15 minute Microteaching lessons to the class. At least one of your lessons needs to come from an electronic resource appropriate for high school students. Microteaching lessons should reflect application of literacy strategies appropriate for the content and for targeted students. (30 points)

**Math Activities:** Develop four math activities to use in the high school classroom. Each activity should require substantial student involvement, mathematical thinking, communication, and concrete materials. Each activity should cover a different topic and standard. Each activity should be typed and be a stand-alone activity; that is, there should be sufficient detail that it could be used without referring to other sources. Each activity should be presented in the CSUCI lesson plan format including objectives, materials needed, a general description of the activity, step-by-step directions, black-line masters for any student sheet or instructional transparency that is needed. Also include a section on extensions of the activity, literacy approaches and strategies used, and a comments section where hints for using the activity are given. (40 points)

**Reading Reflections:** You will write reflections on the readings assigned on classes as indicated on the schedule attached to this outline. The focus needs to be on clear expression of your thinking, and thoughtful responses to the prompts. While the reflections themselves will always be due on Tuesdays, please do the readings prior to the next class! (60 points)

**Unit Plan:** The unit plan is designed as the culminating assessment for the course. You and a partner will create a two-week unit plan that is appropriate for the high school level. The unit will contain a unit planning timeline, a concept map, course and unit goals, lesson objectives, appropriate literacy strategies, and diagnostic, formative, and summative assessments. (70 points)

## **COLLECTING TASKS AND ASSIGNMENTS**

You must save all recorded tasks, activities and other documents to ensure credit for assignments.

## COURSE CALENDAR OF TOPICS and ASSIGNMENTS

History of Mathematics

What is literacy? Assessing Literacy. Analyzing the textbook.

Mathematics from a Multicultural Perspective

Teaching Mathematics to Diverse Learners

What is the reading process? Effective comprehension, vocabulary, and writing strategies

Assessment in Mathematics Education

Technology in the Secondary Mathematics Curriculum

Considering adolescents' literate lives in relation to schooling and technology.

Mathematics in Problem Solving

Teaching High School Mathematics Content

Week	Mathematical Focus	Instructional Focus	Assignments (Due next class session unless otherwise noted)
<b>1</b> <b>January 20</b>	Teaching Secondary Math	Course introduction, What does brain research tell us about the learning and teaching of mathematics?	Read: The assigned sections of "What Content Area Teachers Should Know About Adolescent Literacy" (pdf File on CD, also available on Blackboard)
<b>January 22</b>	Adolescent Literacy: Overview and Introduction to the Reading Process	<ul style="list-style-type: none"> <li>• Reading processes</li> <li>• Explicit comprehension strategies</li> <li>• Vocabulary strategies</li> <li>• Supportive vs. detrimental reading practices</li> <li>• Compare to SDAIE strategies</li> <li>• Assigning and assessing writing in the content areas</li> </ul>	Read: CA Math Framework, Chapter 1, Chapter 4, and Preface Grades 8 – 12 (pdf Files on CD)  Handout - Chapter 3 from 1992 CA Framework  NCTM Principles and Standards, Chapters 1 and 2 (on CD)
<b>2</b> <b>January 27</b>	Secondary Math Content	Historical Perspective, CA Math Content Standards NCTM Principles and Standards	NCTM Principles and Standards, pp 28-51; pp 286-333
<b>January 29</b>	Secondary Math Content (continued)	Strategies to Facilitate Learning What is mathematical understanding?	Articles on CD: "Relational Understanding and Instrumental Understanding" by Skemp, "How Old Is The Shepherd?" by Merseth, "Are California's Math Standards Up to the Challenge?" by Ruth Cossey, and "The California Mathematics Standards," by Wayne Bishop <b>Posamentier</b> , "Instructional Techniques," pp 2 – 32
<b>3</b> <b>February 3</b>	Secondary Math Content (continued)	The content and what it means to know and be able to do mathematics.	Read 5 articles on the Achievement Gap: (on CD) Ed Trust Achievement Gap in CA School Relationships Myths and Realities NCTM Position Paper Unlocking Math for Minority Students
<b>February 5</b>	Teaching Math to Diverse Learners	The Achievement Gap and strategies to address	Think about Math Activities to write up Microteaching lesson #1 for 2/17 or 2/19

	& Multicultural Perspective, Diversity	it.	CA Math Framework, ch 5 Assessment, on CD <b>Posamentier</b> , “Instructional Techniques,” pp 33 – 67 Internet: <a href="http://www.cde.ca.gov">www.cde.ca.gov</a> (testing & assessment)—review resources, Print resource list for CAHSEE
<b>4</b> February 10	Assessing Student Learning in Math	Assessment for Learning vs. Assessment of Learning Accountability , California Assessment Program, CAHSEE	Microteaching lesson either 2/17 or 2/19 Read: “Guiding Principles of Effective Grading and Reporting,” “Looking at How Students Reason,” and “Seven Practices for Effective Learning,” on CD <b>Posamentier</b> , “Social Aspects of the Classroom,” pp 102 - 139; “Developing Positive Attitudes about Math,” pp164 - 202;
February 12	Literacy Case Analysis	<ul style="list-style-type: none"> <li>• Literacy strategies (reading comprehension and vocabulary)</li> <li>• Role of content vocabulary</li> <li>• Application of comprehension strategies and techniques</li> <li>• Application of vocabulary strategies and techniques across content areas</li> <li>• Benefits of metacognition</li> <li>• Use of writing in content areas</li> </ul>	Write a summary of the case you read in class, and determine what you believe would be the best approach to the situation. You need to apply what you have learned about literacy in mathematics to this case, and to justify your solutions. <b>(This is due on February 19)</b> <b>Microteaching lesson #1 to be done next week, write-up due when lesson is given.</b> Read “Core Principles and Essential Components of RtI” and from ASCD, “9 Ways to Catch Kids Up” and “What We Can Do About Achievement Disparities” on CD
<b>5</b> February 17	Assessing Student Learning in Math (continued)	RtI – what it means and what it looks like Researched Based Strategies to help students who have not mastered what has been taught. Microteaching #1 for half the class	<b>Electronic Discussion #1</b> - Initial response by 2/24 on Blackboard <b>Responses to others by 2/26</b> <b>Groups submit topic for math unit by 2/24</b> (Preliminary Draft due March 12) Turn in first Math Activity write-up 2/24 <b>Posamentier</b> , “Instructional Techniques,” pp 68 – 100 Read “Bridging the Language Barrier” and “So Just What Is the Academic Language of Mathematics?” on CD
February 19	Addressing the needs of ELL students	Researched Based Math Strategies Microteaching #1 for second half of class	Read: “Using Cooperative Learning to Teach Mathematics to Students With Learning Disabilities”, “Seven Literacy Strategies That Work,” and “Advanced Math?: Write,” on CD Begin thinking about second Math Activity
<b>6</b> February 24	Textbook Analysis and Adaptation	<ul style="list-style-type: none"> <li>• Textbook analyses</li> <li>• Pros/cons of readability formulae</li> <li>• Ways to utilize, complement or replace the textbook</li> <li>• Role of children’s, trade books, and electronic texts in the curriculum</li> <li>• Text selection criteria</li> <li>• Differentiating materials for students with special needs</li> </ul>	Choose a textbook to analyze (preferably one from your site) Do the first draft of an analysis of your chosen textbook looking at particular elements provided in class, writing up your findings and recommendations. <b>2<sup>nd</sup> Math Activity due 3/3</b>

February 26	Cooperative Learning in math education	Researched based Math strategies	CA Math Framework, ch 9, Use of Technology, on CD ASCD, "Web Wonders-Reading & Writing in the Content Areas," on CD
<b>7</b> March 3	Technology in Secondary Math Curriculum	Effective use of technology to enhance the teaching and learning of secondary mathematics.	Work on Unit Plan – preliminary draft due March 12 Complete the Textbook Analysis paper – final version due March 12 <b>Electronic Discussion #2</b> -Blackboard 1 <sup>st</sup> response by 3/10, response to others by 3/12
March 5	Technology (continued)	Using Graphing Calculators in the Math Classroom	<b>Read: "Realising the Educational Potential of the Graphics Calculator", "A New Breed of Calculator", and "Computation and Calculators"</b>  Microteaching lesson with technology will be done 4/14 or 4/21 Complete write-up of Textbook Analysis to be turned in March 10
<b>8</b> March 10	No class: Students attend the VCMC Spring Mini-Confererence at the Ventura County Office of Education	Ongoing professional development and learning through Professional Organizations.	<b>Write-up of experience at VCMC mini-conference</b> Continue work on Unit Plan – preliminary draft due March 12
March 12	Teaching Math Content through Problem Solving	Problem based learning in mathematics – looking at a unit of instruction Review preliminary drafts of unit of instruction	NCTM Principles and Standards, pp. 60-71; pp. 348-365 "Why Are We Learning This?," on CD <b>3<sup>rd</sup> Math Activity due 4/7</b>
<b>9</b> March 17	No class meeting: Students explore Geometer's Sketchpad and Fathom	Exploring Geometer's Sketchpad and Fathom	Reflection: Sketchpad and Fathom in the classroom. <b>Submit Unit plans, and present overview of the unit to the class.</b>
<b>10</b> March 24	NO CLASS – Spring Break		
<b>11</b> March 31	NO CLASS – Cesar Chavez Day		
<b>12</b> April 7	Unit Plans	Presentation of unit plans	Microteaching lesson for 4/14 or 4/21 using a technology resource, Read: NCTM Principles and Standards, pp. 52-59; pp. 334-346
<b>13</b> April 14	Communicating mathematically Microteaching lessons 2	Promoting discourse in the math classroom to build student understanding. Using technology in the	PDK, 11/03, "Can We Reach Definitive Conclusions in Mathematics Education Research"? pp207-211 <b>4<sup>th</sup> Math Activity due 4/21</b>

		classroom - practical	
<b>14</b> <b>April 21</b>	Differentiated Instruction in the Math Classroom Microteaching lessons 2	Addressing the Needs of All Learners in Every Classroom Using technology in the classroom - practical	<b>Posamentier</b> , "Beyond the Classroom," pp 142 – 162;
<b>15</b> <b>April 28</b>	Relevancy & Beyond the Classroom	Teaching Math Content through Making Connections	Read: "What Matters, A Classroom Odyssey" and "Speaking of Math," on CD
<b>16</b> <b>May 5</b>	Professionalism	Professional Perspectives Toward Student Learning & Teaching Profession	

### Reflections on Readings in EDSS 541

<u>Reading Date</u>	<u>Reflection Due Date</u>	<u>Guiding Questions for Reflection</u>
1/22/09	1/27/09	Compare and contrast these readings from the 2005 CA Framework, 1992 CA Framework and the NCTM Principles and Standards, focusing particularly on the underlying philosophies about the teaching and learning of mathematics. What has characterized your own math education? What is your reaction to these readings?
1/27/09	2/03/09	Compare and contrast the Standards from the NCTM Principles and Standards to the standards from the CA Math Framework. What do you see as the strengths and weaknesses of the 2?
1/29/09	2/03/09	How do the articles by Skemp and Merseth fit in with your experience of learning? Classroom observations? Previous readings? What key points do you take from the articles by Cossey and Bishop? How do these articles tie in with the readings from the Frameworks, and the articles by Polya and O'Brien that we read in class?
1/29/09	2/03/09	Which are the 5 most critical tips from Posamentier p. 2-32 in your opinion? Why?
2/03/09	2/10/09	What is the "Achievement Gap" discussed in the 5 articles you read? What are suggested as the key causes? What possible solutions do you see, based on the readings or your own experience? What was the most surprising thing you learned from these readings? In what ways will these readings influence your work in the classroom – either by changing some things, or just reinforcing some things you already believed?
2/05/09	2/10/09	What are the 3 most important tips from Posamentier p. 33-67? Why do you say that? What does state testing say about what constitutes important student learning? In what ways is the message sent?
2/10/09	2/17/09	What do the 3 articles suggest are the essential keys of effective ongoing assessment of student learning? How does grading relate to assessment? What are the 2 most important tips from Posamentier p. 102 – 139? Why? What are the 2 most important tips from Posamentier p. 164 – 202? Why?

2/12/09	2/17/09	Literacy Case Study: Write a summary of the case we read in class, and determine what you believe would be the best approach to the situation. You need to apply what you have learned about literacy in mathematics to this case, and to justify your solutions.
2/12/09	2/17/09	What is RtI and in what way does it represent a fundamental shift in the way that schools do business? What do the articles suggest that you can do as an individual teacher to help students who struggle with the material you are teaching?
2/12/09	2/17/09	Microteaching #1
2/17/09	2/24/09	How do the tips from Posamentier fit with what we know from brain research about how students learn? What implications are there for students with special needs? In the light of this, what are the key tips suggested here?
2/17/09	2/24/09	1 <sup>st</sup> Math Activity
2/17/09	2/24/09	Blackboard Discussion #1
2/19/09	2/24/09	What do the articles we have read and discussed this week suggest are some key principles in building student mathematical understanding? Specifically, how can we use mathematical discourse, both verbal and written, to build this understanding?
2/19/09	2/24/09	Topic for Unit plan.
2/24/09	3/03/09	Choose a textbook to analyze (preferably one from your site). Do the first draft of an analysis of your chosen textbook looking at particular elements provided in class, writing up your findings and recommendations.
2/24/09	3/03/09	2 <sup>nd</sup> Math Activity
2/26/09	3/03/09	What does the CA Framework suggest is the appropriate use of technology in mathematics classes? How does the view expressed in the NCTM Principles and Standards compare? Explain why you agree or disagree with these positions.
3/03/09	3/10/09	Blackboard discussion #2
3/03/09	3/12/09	Complete the Textbook Analysis paper. Finalize the analysis of the textbook, and then apply ideas from the course to create an adaptation plan for teaching this textbook to students who need assistance in making meaning from this text.
3/05/09	3/12/09	What challenges do these authors present in terms of the use of technology? How do these readings relate to the CA Framework discussion of technology?
3/10/09	4/07/09	Reflections on the presentations at the VCMC mini-conference
3/12/09	4/07/09	Complete the Unit plan. Must be ready to turn in by 4/07/09, and presentations will be done on that day.
3/12/09	4/07/09	3 <sup>rd</sup> Math Activity
3/17/09	4/07/09	What kind of communication in the math classroom is necessary to build and assess student understanding? How can programs such as Geometer's Sketchpad and Fathom enhance mathematical understanding and communication?
4/07/09	4/14/09	What practical strategies do you see for incorporating problem solving, reasoning and proof into the ongoing life of your math classes?
4/07/09	4/14/09	Microteaching #2 – Technology based
4/14/09	4/21/09	4 <sup>th</sup> Math Activity

????	4/28/09	Putting it together: Based on your experiences as a learner and as a teacher, and what we have done and discussed in this class, what are the key elements of an effective secondary mathematics classroom? Focus on what you can do as a teacher!
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**EDSS 542. Teaching Life/Physical/Geological Science  
in Secondary Schools  
SPRING 2007**

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

Instructor: Annette Dawson Davis

E-mail: [annette.davis@csuci.edu](mailto:annette.davis@csuci.edu)

Class Meeting Time: Tuesdays and Thursdays from 4:30 to 7:20 p.m. (January 23 to March 15)

Office Hours: Thursdays from 3:30 to 4:30 p.m. in Malibu 121 (Except February 22 at NPHS)

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

**COURSE DESCRIPTION**

Prerequisite: Must be officially admitted to the Single Subject Credential Program. Students must register for 1-2 units of EDSS 580: Field Experience High School (Part-time Program) or EDSS 585: Student Teaching High School concurrent with this course.

This course is a study of the content, methodology, materials and current research in teaching high school science courses. It focuses on methods, curriculum design, and technology use specific to teaching science courses in grades 9-12. Reflective practice is emphasized based on California Standards for the Teaching Profession and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Teaching in multicultural, multilingual and inclusive classrooms will be practiced.

**REQUIRED TEXTS:**

Chiapetta, E.L. & Koballa, T.R. (2002). *Science instruction in the middle and secondary schools*. Upper River Saddle, NJ: Merrill.

Koballa, T.R. & Tippins, D. J. (2000). *Cases in middle and secondary science education*. Upper River Saddle, NJ: Merrill.

Layman, J. W. (1996). *Inquiry and learning: Realizing science standards in the classroom*. New York, NY: The College Board.

National Research Council. (1996). *The National Science Education Standards*. Washington DC: National Academy Press.

**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.

## **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. 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).

Through this course, students will be able to:

1. define science as the process of inquiry, particularly the systematic search for patterns; define technology as the use of tools; and note the interactions of science, technology, and society.
2. demonstrate proficiency in performance of both the basic and integrated science process skills as ingredients of scientific inquiry.
3. analyze the learning and memory mechanisms which affect the learning of science in multicultural, multilingual, and inclusive contexts.
4. inquire into learning processes and individual learning needs to acquire techniques for promoting meaningful science learning.
5. analyze, synthesize, and evaluate current science education reform initiatives.
6. explore resources and networks which enhance the teaching and learning of science.
7. infuse technology into their science teaching.
8. design engaging lessons and assessments aligned to the California State Academic Content Standards and National Science Education Standards.

### **The following CCTC Program Standards are covered in this course:**

Standard 3: Relationships Between Theory and Practice, 3B, 3C, 3D, 3E,  
Standard 4: Pedagogical Thought and Reflective Practice, 4A, 4B, 4C, 4D, 4E,  
Standard 5: Equity, Diversity and Access to the Core Curriculum, 5A, 5F,  
Standard 6: Opportunities to Learn, Practice and Reflect on Teaching, 6A, 6B, 6C,  
Standard 7: Preparation to Teach Reading-Language Arts, 7B-B,  
Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction, 8B-B,  
Standard 9: Using Computer-Based Technology in the Classroom, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H, 9I,  
Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning, 10B,  
Standard 12: Professional Perspectives Toward Student Learning and the Teaching Profession, 12A, 12C, 12D, 12F,  
Standard 13: Preparation to Teach English Learners, 13B, 13G,  
Standard 14: Preparation to Teach Special Populations in the General Education Classroom, 14C, 14D, 14E,

Standard 15: Learning to Teach Through Supervised Fieldwork Elements Applicable to All Programs of Professional Teacher Preparation, 15A,  
Standard 19: Assessment of Candidate Performance, 19A

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Attendance and participation requirements:

You need to develop a professional attitude toward all aspects of teaching, including your teacher education courses. Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, students are expected to attend all classes. Students must arrive on time and stay until the class is dismissed (barring special circumstances or emergencies). Any combination of two tardies or early departures will count as an absence.

Students must attend more than ninety percent of the classes. If you are absent more than one time you will either complete an extra assignment or take a 5% grade reduction for each subsequent absence. Please call ahead of time if you know you will miss a class and an information packet will be prepared for you. You will be expected to participate in all discussions and activities. Up to two points will be awarded for acceptable class participation each day. No points will be awarded if you are absent.

While you are in class, please turn off cell phones and pagers or set them to “vibrate” position. During sessions that meet in the Smart Classroom, students are asked to keep food or drink away from the computer area.

#### **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.

Additionally, all work turned in for this course must be original work for this course and may not be submitted for other courses or have been turned in for previously taken courses. Please see me if you have questions or concerns.

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All assignments should be submitted in class on the specified due date. All work turned in on the date due electronically by either email or fax will also receive consideration for full credit. Any assignment turned in past the due date must be dated, timed, and initialed by any Faculty Support personnel and placed in my mailbox. Late work will receive consideration for partial credit at a ten percent reduction of the grade. Electronic discussions are not eligible for partial credit if late.

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All assignments must be typed (ten or twelve point font), double-spaced when appropriate, and have 1” margins to receive consideration for full credit. All referenced works must be cited using an accepted professional format (either APA or MLA). Content and mechanics will be considered when grading written assignments. It is expected that all assignments will reflect university-level composition and exposition.

### 5. QUALITY WORK

If due dates need to because of a conflict with another course, we can negotiate that as a class. You may resubmit up to two course assignments towards the improvement of your grade. Resubmitted assignments are due within two weeks of the graded work being returned. The electronic discussions and the final project are not eligible for resubmission.

### 6. INTERNS

All course policies apply to students working as Interns. After school meetings are not an excused absence from credential coursework. Only open house and parent-teacher conferences as part of your contracted obligations will be excused and must be documented. Your principal may be contacted if there are related issues.

#### **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 a collective process, where participants share and analyze experiences together to grow as future teachers. When we rely on each others’ strengths and resources we have to opportunity to improve greatly.

\*\*\* 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. Content may range from the context of the classroom, family, community or political issues.

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

### STUDENTS WITH SPECIAL NEEDS

Students with disabilities needing accommodation should make requests to Disability Accommodation Services, Bell Tower, East Wing, (805) 437-8510. All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations.

Individuals who have any disability that might affect their ability to perform in this class should write a note to the instructor at the beginning of the class.

### COURSE REQUIREMENTS

Assignment	Points	TPEs
Electronic Discussions 5 @ 5pts each	25	5, 6B, 7, 8, 11
Content Knowledge Concept Map	10	1B
Science Timeline	10	1B, 4, 6C
Philosophy of Teaching Science/	25	1B, 2, 3, 4, 5, 6C
Lesson Evaluation—Inquiry	20	1B, 4, 6B, 9, 10
Demonstration lesson	20	1B, 4, 6B, 9, 10
Multicultural lesson	20	1B, 4, 7, 6C, 9, 10
Unit Plan	75	1B, 3, 4, 6C, 7, 9, 12, 13
Participation + in-class activities	20	1B, 2, 3, 5, 6C, 7, 8, 9, 11, 12, 13
TOTAL	225	

### OVERVIEW OF REQUIRED ASSIGNMENTS

**Electronic Discussions (ED)** assignments will take place electronically on the class blackboard. ED assignments will be posted one week before the due date. The question will be designed to foster discussion on certain topics from class, your field experience, or issues relating to the week's readings. You will need to respond to the posted question, and respond to a classmate's posting to receive full credit. Posing a question of your own related to the subsequent discussion is welcome if accompanied by your own response or reason for asking the question as well as following-up on discussion created by the questions. These assignments are not meant to be time consuming, but, you should plan about 10-15 minutes for each ED assignment, and each week's postings should reflect this time. (Reflections based upon all objectives)

A **Content Knowledge Concept Map** will be completed in class as an introduction to assessing students' prior knowledge. You will map your own understanding of your major science discipline. (Objectives: 2)

Prepare a **Science Timeline** to reflect on your own history of science learning and influences from teachers. (Objective: 3)

Write your personal **philosophy of teaching science** based upon your understanding of local, national, and international science education reform initiatives. (Objectives: 1, 2, 3, 4, 5)

Choose a lesson from any variety of sources and **evaluate the lesson** and how it meets **inquiry** standards. Include in your evaluation the steps you would take to make the lesson more inquiry-based. (Objectives: 1, 2, 5, 8)

Prepare and perform a 10-15 minute **science inquiry demonstration** (such as a discrepant event) that incorporates inquiry teaching strategies. (Objectives: 1, 2, 5, 7, 8)

Prepare and perform a 15-20 minute **multicultural mini-lesson**. (Objectives: 3, 6, 8)

Design a **unit** of study that **integrates inquiry and technology** into the teaching of high school science. Included in the unit will be a unit planning timeline, unit goals and lesson objectives, detailed lesson plans, lesson and unit assessments. Additional unit elements will be presented in class. (Objectives: 1, 2, 3, 4, 6, 7, 8)

**Participation** in this course is required and will be evaluated on a daily basis. Additional in-class assignments and activities will be assessed. (Objectives: all)

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
SINGLE SUBJECT TEACHER CREDENTIAL PROGRAM  
EDSS 543 Teaching English in High Schools (4 units)**

**SPRING 2009**

**Instructor:** Dr. Mary Adler

**Office:** Bell Tower West Room 1295

**Tel:** 805-437-8486 (office) **Email:** mary.adler@csuci.edu

**Office hours:** T 10:30-11:30; Th 3:00-4:00; and by appointment

**Blackboard:** <http://blackboard.csuci.com> (no www)

**Class Meeting Time:** T & Th 4:30-7:20pm until 3/12/09; thereafter T only **Location:** BT 2716

**Prerequisite:** Must be officially admitted to the Single Subject Credential Program.

**Co-Requsite:** EDSS 570, EDSS 580, EDSS 575, or EDSS 585

**Course Description:** A study of the content and methods of teaching writing that are specific to language development, including a focus on literacy, grammar instruction, student errors, and writing challenges for English language learners; studies the teaching and integration of non-fiction, particularly at the high school level. Emphasizes reflective practice based on teacher performance expectations and the use and alignment of curricula to the academic content standards for California public schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

**PURPOSE OF THIS COURSE/ASSUMPTIONS**

As you can see in the description above, this course is different from a typical methods course in that it does not focus exclusively or even primarily on the teaching of literature (literature does get more sustained focus in the fall methods course). Here we take a close, sustained look at teaching *writing, literacy skills, and non-fiction*.

The good news is that you'll get literacy instruction in the context of your subject, so it will be focused and directly relevant to your teaching (and, you no longer need an additional literacy course, so you save 2 units). To do this, however, we'll need more hours in this course, and consequently we'll continue meeting while you are student teaching. I choose to look at this as a benefit, for as we continue to explore tools and techniques for success in the high school English classroom, you can try them out immediately and use the methods course to support your instruction. Our shared goal: preparing students to become literate and proficient life-long readers, writers, and speakers. My goal: supporting you to become a flexible, purposeful, life-long teacher, writer, and thinker.

**REQUIRED TEXTS:**

California Department of Education. English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve. <http://www.cde.ca.gov/be/st/ss/index.asp>

California Department of Education. Reading/Language Arts Framework for California Public Schools <http://www.cde.ca.gov/re/pn/fd/documents/lang-arts.pdf>).

*Recommended Literature, Grades K-12.* (Searchable database: <http://www.cde.ca.gov/ci/rl/ll/>).

Ericson, Bonnie (Ed). *Teaching Reading in High School English Classes*. NCTE. 2001.

One English textbook, related to your student teaching placement.

Readings on Electronic Reserve (Blackboard) include the following, among others:

- English Reading and Writing Course (ERWC). One teacher and one student module plus related grammar module. You need to print this in advance and place in a binder for class.
- Chapter 9 of *Bridging English*, “Assaying Non-Fiction.”
- Questioning A Text, Bean, John C., Virginia A. Chappell, and Alice M. Gillam. *Reading Rhetorically*: brief edition, 2nd ed. New York : Pearson Longman. 2007. & Who Cares If Johnny Can't Read? By Larissa MacFarquhar. [www.slate.com](http://www.slate.com). April 17, 1997.
- National Institute for Literacy. *What Content-Area Teachers Should Know About Adolescent Literacy*. National Institute of Child Health and Human Development (NICHD). 2007.

Sample questions from the CAHSEE (English Exit Exam). Distributed in class.

## **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.

## **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. 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).

## **STUDENT LEARNING OUTCOMES**

Students who successfully complete this course will be able to:

- 1) Analyze various approaches and methods in terms of their theory of language, literacy, and language learning
- 2) Articulate an understanding of the role of grammar instruction in teaching writing
- 3) Adapt writing and reading instruction to accommodate the needs of diverse learners (second language learners and special needs learners included)
- 4) Discuss the role of metacognition in teaching literacy skills and incorporate it into classroom practice

- 5) Discuss student error in writing and reading and its relationship to teaching and assessment
- 6) Design engaging lessons aligned to the California State Academic Content Standards
- 7) Choose activities and tasks appropriate for the learning and literacy needs of diverse 7-12 students, particularly at the high school level
- 8) explain the multiple factors affecting literacy development in english.
- 9) Infuse technology into their planning and teaching
- 10) Create and use a variety of diagnostic, informal, and formal assessment strategies to measure literacy and disciplinary development
- 11) Discuss and apply effective techniques for teaching expository reading and writing

***The following CCTC Program Standards are addressed in this course. Please refer to the Student Teaching Handbook for a full listing of the elements.***

- Standard 3: Relationships Between Theory and Practice, 3B, 3C, 3D, 3E
- 4: Pedagogical Thought and Reflective Practice, 4A, 4B, 4C, 4D, 4E
- 5: Equity, Diversity and Access to the Core Curriculum, 5A, 5B, 5F
- 6: Opportunities to Learn, Practice and Reflect on Teaching, 6A, 6B, 6C
- 7: Preparation to Teach Reading-Language Arts, 7B-B
- 8: Pedagogical Preparation for Subject-Specific Content Instruction, 8B-D
- 9: Using Computer-Based Technology in the Classroom, 9B, 9D, 9E, 9F, 9G, 9I
- 10: Preparation to Create a Supportive, Healthy Environment for Learning, 10A, 10B
- 12: Prof. Perspectives Toward St. Learning and the Teaching Profession, 12A, 12C, 12D, 12F
- 13: Preparation to Teach English Learners, 13B, 13G,
- 14: Preparation to Teach Special Populations in the General Ed. Classroom, 14C, 14D, 14E,
- 15: Learning to Teach Through Supervised Fieldwork Elements Applicable to All Programs of Professional Teacher Preparation, 15A,
- 19: Assessment of Candidate Performance, 19A

#### TEACHER PERFORMANCE EXPECTATION COMPETENCIES

This course is designed to help teachers seeking the Single Subject 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.

TPE's addressed in this course are:

- TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
- TPE 2: Monitoring Student Learning During Instruction
- TPE 4: Making Content Comprehensible
- TPE 5: Student Engagement
- TPE 6C: Developmentally Appropriate Practices in Grades 9-12
- TPE 7: Teaching English Learners
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 12: Professional, Legal and Ethical Obligations
- TPE 13: Professional Growth

## **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 highlighted in this syllabus.

### **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. Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, students are expected to attend all classes--arriving on time and staying until the class is dismissed. At a minimum, students must attend more than 90% of class time, or it will impact your course grade. Any combination of two tardies or early departures will count as an absence. Please notify me ahead of time if you will be absent.

#### **Academic Honest 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. This also applies to assignments that are your own work but that were done for a different class and submitted again without prior permission. Therefore, submit your own original work and cite your sources when referencing the work of others. Please see the instructor if you have questions or concerns.

### **LATE/REDONE WORK**

All assignments should be submitted in class on the due date. All work turned in electronically on the date due by email or fax will also receive consideration for full credit. Late work will receive consideration for partial credit—a reduction of 10% of the assignment grade. Assignments graded as B or lower may be redone for a higher replacement grade by the date indicated on the schedule. Repeatedly turning in late work or having to redo work due to poor effort cancels this policy.

### **GRADING POLICY**

Unless stated, assignments must be typed and double-spaced. All referenced works must be cited using an accepted professional format (either APA or MLA). Content and mechanics will be considered when grading written assignments; these are expected to reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Pluses and minuses will be used in grading, as spelled out in the following chart:

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

### **Students With Special Needs**

Students with disabilities needing accommodation, please make requests to Disability Accommodation Services, East Bell Tower, 1796 (805-437-8528). Please discuss approved accommodations with me.

### **COURSE REQUIREMENTS**

#### **Active Participation (15 points) \*Includes in-class case analysis discussion**

The following are required to earn an A in participation:  Be in class, ready to learn, and on time.  Stay the whole session.  Have questions or comments ready, based on the reading or assignment.  Connect ideas back to previous topics, readings, or classroom examples.  Speak up when something confuses or creates conflicts in your thinking.  Be constructive and supportive of your peers and your instructor.  Maintain a friendly, approachable demeanor.  Show a willingness to listen and consider alternative viewpoints.  Be professional.

#### **Reading Responses (20 points)**

Reading responses will be specifically assigned in class each Thursday for the next week. Please keep your responses together and bring them to each class. We will use them in class discussions. I will generally collect them on Thursdays.

#### **Demo Lessons (25 points)**

Demonstration lessons are a chance for you to try out a lesson on your classmates before taking it out into a real secondary classroom.

- All students will select a demo lesson from a list of options (signup sheet will be handed out in class). Within each lesson are choices that should give you enough freedom and flexibility to make the lesson your own. You will plan and execute 10-15 minutes of a lesson (about a quarter of a class period).
- Please let us know the week before if you expect any prior preparation on our part (such as advance reading). After your session, you will go out for a bit while the class discusses the lesson and decides how best to provide feedback to you. When you return, you will receive feedback and be able to ask questions.
- During class meeting following after your demo lesson, please submit (a) your demo lesson plan, written out in the CSUCI informal lesson plan format and (b) a cover sheet reflecting on what you learned from your actual teaching experience—what worked, what surprised you, what you would do differently next time, what kinds of learning you observed, etc. The cover sheet is integral to your grade on the demo lesson.

#### **Original Lesson Plans (20 points; 10 points each)**

Two lesson plans are required. *You'll bring in a draft and have some class time to discuss your ideas and receive feedback. See the syllabus for due dates.*

- Note: If you do not bring a draft to class but turn in a final, it will be treated as late.
- Lesson Plan #1 should be based on a short piece of non-fiction—short enough to do in one or two class periods. It should focus on a maximum of 2 content standards.
- Lesson #2 should be based on expository writing and focus on a maximum of 2 content standards.

- Lesson plans should be based on one or possibly two class sessions (It is preferable to indicate “Day 2” and continue with the lesson rather than jamming everything into too short a time period. Remember that both days will need an anticipatory set & closure).
- Original lesson plans may be used as part of your unit plan and/or in your student teaching experiences.
- Students are encouraged to share successful final lessons on BB to help the class develop a repertoire of possible lessons.
- *You will have the option to revise your graded lesson plans for a higher grade if you receive a B- or below. All rewrites must include the original, graded lesson plan, with highlighted marks on the rewrite showing areas of improvement.*

#### **Adapted Lesson (10 points)**

- This lesson is not intended to be original, but is an adaptation of one from a teacher’s edition, from your cooperating teacher, from a class reading, or from the Internet.
- Read/consider the lesson carefully. What does it need to support your students with their literacy needs?
- Submit the following: a) Your adapted lesson, using either the informal or formal lesson plan. b) A 2 page analysis of the original lesson, explaining the changes you made to support literacy and the reasons for these changes. Cite at least two course readings and/or lectures in your analysis. c) A copy of the original lesson
- Your adapted lesson plan may be used as part of your unit plan and/or in your student teaching experiences. Do the formal version if you plan to include it in your unit plan.

#### ***Assignment: Textbook Analysis & Adaptation (30 pts)***

For this two-part paper, you will first analyze a content-area textbook for particular elements provided in class, writing up your findings and recommendations. Secondly, you will apply ideas from the course to create an adaptation plan for teaching this textbook to students who need assistance in making meaning from this text. It is strongly recommended that you use a textbook from your current school placement for this analysis.

#### ***Student Case Study (15)***

This assignment is designed to help you develop your understanding the roles of error and assessment in your teaching. During your full-time takeover, you will collect a limited set (3-4 items) of assessment data, either from one class or from one group within a class. One piece of data must be formative; the others may be formal and/or informal. You will also keep a journal reflecting on the progress of that group over two weeks’ time. In class during week 12 we will analyze the student work and begin the writing process on what you have learned from your data. It will be due the following week. I expect that this assignment will be 2-3 pages long.

### Literacy-Infused Unit Plan (50 points):

Each student will develop a 3-4 week unit plan. You will turn in a rationale, a 3-4 week scope and sequence, one week's worth of formal, sequential lesson plans, a final assessment, other formal assessments and copies of materials that are critical to the unit. Notes:

- Your unit plan should focus primarily on teaching non-fiction and/or expository writing, though you are encouraged to bring in literature, poetry, and creative writing to extend the main text(s) or assignment(s).
- We will reserve several class sessions to work in-depth on preparing a draft of the unit; during this time I will provide individual in-class feedback. A draft will be submitted to me in week 8 for feedback. A final revised draft will be due to me by May 5.
- Literacy components will equal ¼ of the unit plan grade (15 pts). We will develop the rubric for the unit plan together as a class.

### ASSIGNMENT SUMMARY

Assignment	Pts	Objectives Addressed
Active participation	15	Potential to demonstrate any objective
Reading Response	20	<ul style="list-style-type: none"> <li>• Discuss the role of metacognition in teaching literacy skills and incorporate it into classroom practice</li> <li>• Explain the multiple factors affecting literacy development in english.</li> </ul>
Demo Lesson & reflection	25	Design engaging lessons aligned to the California State Academic Content Standards Choose activities and tasks appropriate for the learning and literacy needs of diverse 7-12 students, particularly at the high school level Discuss and apply effective techniques for teaching expository reading and writing Create and use a variety of diagnostic, informal, and formal assessment strategies to measure literacy and disciplinary development <u>Infuse technology into their planning and teaching</u>
Textbook Analysis & Adaptation	30	<ul style="list-style-type: none"> <li>• Explain the multiple factors affecting literacy development in english (in analysis)</li> <li>• <u>Infuse technology into their planning and teaching (in adaptation)</u></li> </ul>
Student Case Study: Understanding the roles of error and assessment in your teaching	20	<ul style="list-style-type: none"> <li>• Discuss student error in writing and reading and its relationship to teaching and assessment</li> <li>• Create and use a variety of diagnostic, informal, and formal assessment strategies to measure literacy and disciplinary development</li> </ul>
Original Formal Lesson Plans (2)	20	<ul style="list-style-type: none"> <li>• Design engaging lessons aligned to the California State Academic Content Standards</li> <li>• Choose activities and tasks appropriate for the learning and literacy needs of diverse 7-12 students, particularly at the high school level</li> <li>• Discuss and apply effective techniques for teaching expository reading and writing</li> <li>• Create and use a variety of diagnostic, informal, and formal assessment strategies to measure literacy and disciplinary development</li> <li>• <u>Infuse technology into their planning and teaching</u></li> </ul>
Adapted Lesson Plan (1)	10	<ul style="list-style-type: none"> <li>• Adapt writing and reading instruction to accommodate the needs of diverse learners (second language learners and special needs)</li> </ul>

		learners included) <ul style="list-style-type: none"> <li>• Create and use a variety of diagnostic, informal, and formal assessment strategies to measure literacy and disciplinary development</li> <li>• Infuse technology into their planning and teaching</li> </ul>
Literacy-Infused Unit Plan (primary focus on teaching writing and/or non-fiction)	60	<ul style="list-style-type: none"> <li>• Articulate an understanding of the role of grammar instruction in teaching writing</li> <li>• Adapt writing and reading instruction to accommodate the needs of diverse learners (second language learners and special needs learners included)</li> <li>• Design engaging lessons aligned to the California State Academic Content Standards</li> <li>• Choose activities and tasks appropriate for the learning and literacy needs of diverse 7-12 students, particularly at the high school level</li> <li>• Create and use a variety of diagnostic, informal, and formal assessment strategies to measure literacy and disciplinary development</li> <li>• Discuss and apply effective techniques for teaching expository reading and writing</li> </ul>
Total Possible	200	

### COURSE CALENDAR OF TOPICS and ASSIGNMENTS

\*\*Tentative Schedule; Subject to change

Week	Date	Topics	Readings/Assignments Due (RR=Read and Respond)
1	1/20 1/22	1/20: Course overview; modeling & engagement 1/22: Factors influencing literacy development (4:30-6:15 in BT 1726, then return to our room); Roles of metacognition & technology	1/20: First class. 1/22: RR "Literacy A" on BB eReserves; Ericson Ch. 8 (14 pgs)
2	1/27 1/29	1/27: Strategic skills instruction & scaffolding; Unit planning I: Standards/Assessment 1/29: Why Teach Non-Fiction?; Lesson planning overview; Unit Planning II: Concept & Materials	1/27: Take CAHSEE (assign pages); RR 1/29: RR "Assaying Nonfiction"; Bring a rough unit concept & 3 sources
3	2/3 2/5	2/3: ERWC Template & Sample Module*; 2/5: Continue ERWC work; discuss role of grammar instruction (using ERWC model); Workshop LP #1 (teaching expository reading)	2/3: Do all three: 1) RR "Questioning a Text" 2) Print/bring ERWC materials 3) RR pp 1-13 Assignment Template 2/5: Draft due for LP#1
4	2/10 2/12	2/10: Vocabulary & comprehension strategies; Demo Lessons (3) 2/12: Case Analysis: February 12 (4:30-5:45 in BT 1726; then return to our room)	2/10: Final LP#1 due; RR Ericson Ch. 1 & 2 2/12: RR case analysis materials on BB
5	2/17 2/19	2/17: Teaching expository writing; Demo lessons (3) 2/19: Workshopping LP#2 draft (teaching expository writing); Demo lessons (3)	2/17: 1) RR Assignment Template pp. 13-20; 26-30 2) RR Ericson Ch. 3; RR Literacy A pp. 39-42

			2/19: Draft due for LP#2
6	2/24 2/26	2/24: Teaching reading: Challenges & Techniques; Demo lessons (3) 2/26: Textbook analysis & adaptation (4:30-6:15 whole group; 6:30-7:20 return to methods class)	2/24: <i>RR</i> Ericson Ch. 4, 5 & 6; Final due for LP#2 2/26: Bring HS textbook to class; <i>RR</i> Vacca & Vacca on BB; Also <i>RR</i> Ericson Ch. 10 (11 pgs)
7	3/3 3/5	3/3: Discuss textbook analysis drafts and consider adaptations; Demo lesson (1) 3/5: Getting through a text (reading options); Unit planning III: Scope & Sequence	3/3: Textbook analysis <i>draft</i> due 3/5: Textbook analysis & adaptation due (final)
8	3/10 3/12	3/10: Unit planning IV: Revisit strategies & skills from week 2; Rationale 3/12: Introduce case study assignment; Prepare for full time takeover	3/10: <i>RR</i> Hillocks (BB); work on unit plan 3/12: Bring draft of unit plan to turn in
9	3/17	Begin Student Case Study Assignment; Challenges in teaching writing: Understanding the roles of error and assessment	3/27: <i>RR</i> "Error" (English Journal article, 7 pgs)
10	3/24	No class; spring break	Collect one set of information for case study assignment; keep a teaching journal
11	3/31	No class; Cesar Chavez holiday	Collect second set of information for case study assignment; keep a teaching journal
12	4/7	Discuss cases in class: Begin writing process on assignment	4/7: Bring both sets of case information & teaching journal to class
13	4/14	Debriefing student teaching; return & revisit unit plans	4/14: Case assignment due
14	4/21	Workshop LP #3 (Literacy adaptation for an Internet or textbook assignment)	4/21: LP #3 draft due
15	4/28	Integrating technology	4/28: LP #3 due; work on revising unit plan
16	5/5	Course evaluation; Collect & Share unit plans	5/5: Final Unit Plans Due
Finals week	5/12 4-6	Return unit plans; reflections on learning	

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
SCHOOL OF EDUCATION  
TEACHING CREDENTIAL PROGRAM**

**EDSS 544  
Teaching Social Studies in High School**

**Spring, 2009**

Instructor:	Dr. Eric Toshalis
Office:	Bell Tower East, 2840
Telephone:	805.437.3304
Email:	eric.toshalis@csuci.edu
Class Meeting Time:	Tu/Th, 4:30-6:50
Class Meeting Location:	
Office Hours:	
Course Website:	accessed through csuci.blackboard.com

**COURSE DESCRIPTION**

Course prepares single subject credential candidates to teach social studies content in high school classrooms. Primary emphases include the state standards, instructional techniques, and curricular materials commonly used to promote academic achievement in California's multicultural social studies classrooms. Methods to reach and teach English language learners and students with special needs are also highlighted.

**COURSE EMPHASES**

Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction. The function of education, therefore, is to teach one to think intensively and to think critically.

— Rev./Dr. Martin Luther King, Jr.

The course is designed to identify the unique intellectual, social, and political contributions of the social sciences and it advocates for a social justice orientation when teaching in this content area. Specific consideration in EDSS 544 is given to the distinct developmental needs of tenth, eleventh, and twelfth grade learners. A majority of the course focuses on the objectives, instructional techniques, and curricular materials commonly used to promote academic achievement in secondary history and elective social studies classes. Attending to the national/state/district standards that are intended to guide teachers' curricular decision-making, the course moves from macro-level analyses of frameworks to meso-level analyses of state-adopted textbooks. Using this as a foundation, students then plan instruction for a year, a semester, a quarter, and a unit, finally arriving at an array of pedagogical techniques ideally suited for daily social studies teaching. Certain curricular materials, assessment practices, cooperative learning activities, and classroom management techniques that are ideally suited to the teaching of history are demonstrated. Also, opportunities to cater learning and teaching in other sub-disciplines of the social studies that are often offered at the high school level (such as economics, psychology, and political science) will be provided. Special attention is given to the

needs of students who have been marginalized by their schooling experiences based on their culture, ethnicity, gender, linguistic heritage, race, socioeconomic level, and/or sexual orientation, and the tenets of culturally responsive pedagogy are woven throughout the course. Methods to reach and teach English language learners and students with special needs are also highlighted. Lastly, the course contains three guest lectures on topics relevant to literacy development in secondary students which are coordinated with assignments designed to apply such learning in social studies classrooms.

### **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.**

### **PREREQUISITE(S)**

Prior admission into the Single Subject Credential Program and concurrent enrollment in a middle school field placement are required.

### **ALIGNMENT OF STANDARDS FOR EDUCATOR**

#### **DEVELOPMENT TO FOSTER STUDENT LEARNING**

In our preparation of professional educators, the faculty in the School of Education at CSUCI 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). For a complete listing of which specific CTC standards are aligned and emphasized in this course, please refer to the course website.

Program Standard 3: Relationships Between Theory and Practice

Program Standard 4: Pedagogical Thought and Reflective Practice

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

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

Program Standard 7B: Single-Subject Reading, Writing, and Related Language Instruction in English

Program Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by SS Candidates

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

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

Program Standard 11: Preparation to Use Educational Ideas and Research

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

Program Standard 13: Preparation to Teach English Learners

Program Standard 14: Preparation to Teach Special Populations in the General education

Classroom

Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program

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

This course is designed to help students seeking the Single Subjects Credential 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 1: Specific Pedagogical Skills for Subject Matter Instruction
- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation and Use of Assessments
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 7: Teaching English Learners
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligations
- TPE 13: Professional Growth

### **STUDENT OUTCOMES**

This is a required course for students seeking a History/Social Studies Single Subject Credential. Upon completion of the course, students will be able to:

- Articulate the unique contributions of and methods in the social sciences.
- Demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (grades 9-12).
- Identify and begin practicing specific techniques and dispositions that optimize learning for all students, specifically those who are often marginalized, minoritized, and disserved by teachers and schools due to their culture, ethnicity, gender, linguistic heritage, race, socioeconomic level, and/or sexual orientation.
- Organize the scope and sequence of annual, semester, quarterly, and unit plans of instruction specifically catered to social studies learning.
- Design lesson plans that target content-specific reading and writing among high school learners using a variety of research-based pedagogical strategies.
- Use research-proven techniques to promote the content and literacy achievement of students with special needs, including those identified as SPED, EL, and/or GATE.
- Triangulate the rationale for their instructional choices by referencing specific state standards, district and/or school frameworks, and the literacy needs/interests of their students.
- Locate and evaluate an array of social studies teaching resources available in print, digital, and multimedia formats.

- Identify, critique, and innovate a series of assessment techniques that enhance teachers' capacity to measure achievement and chart progress in their classroom.
- Implement cooperative learning activities in their instructional planning in a manner that promotes the social, intellectual, and literacy development of students, and makes learning fun.
- Use timelines and maps to give students a sense of temporal and spatial scale, and help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.
- Teach students how social science concepts and themes provide insights into historical periods and cultures.
- Connect essential facts and information to broad themes, concepts and principles, and relate history-social science content to current or future issues.
- Teach students how cultural perspectives inform and influence understandings of history.
- Select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture from multiple perspectives.
- Incorporate appropriate literacy strategies to provide students with access to challenging texts, images, and concepts.
- Ask questions and structure academic instruction to help students recognize prejudices and stereotypes.
- Create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values.
- Monitor the content and literacy development of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

### **STANDARDS FOR SUCCESSFUL COMPLETION OF COURSE**

9. Attend *every* session and respect your peers and professor by being on time, returning promptly from breaks, and remaining in class until its conclusion.
10. Participate actively, attentively, critically, and productively in all discussions and activities.
11. Demonstrate your commitment to teaching, learning, your students, and your peers by reading *all* assigned texts *prior* to each session.
12. Satisfactorily complete by the posted due dates each written assignment.

Due to the interactive and cumulative nature of courses in the Single Subject Credential Program, each student is expected to attend *every* session. Attendance will be taken. If you cannot attend a session, you must contact Dr. Toshalis by phone or email *prior* to the course meeting time to explain your circumstances. Participants who miss one session will be expected to complete a two-page brief that pertains to the content covered on the day of the missed session. Note that if you miss more than one session, it *will* negatively impact your grade, and students who miss more than two sessions will be advised to withdraw from the course.

## STUDENTS WITH SPECIAL NEEDS

Individuals who are differently abled in a way that may affect their ability to perform optimally in this course or at their school site are encouraged to inform Dr. Toshalis *at the start of the semester* with a written explanation. Students are also requested to contact Disability Accommodation Services at 805.437.8510 to document their disability and obtain support. Methods, materials, activities, and/or assignments will be modified in such cases in order to provide for equitable participation.

## REQUIRED TEXTS

- Banks, J. A., Banks, C. A. M., & Clegg, A. A. (1999). *Teaching strategies for the social studies: Decision-making and citizen action* (5th ed.). New York: Longman.
- Brookfield, S. & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms* (2nd ed.). San Francisco: Jossey-Bass.
- *California History-Social Science Content Standards for Grades Nine, Ten, Eleven, and Twelve* (download from <http://www.cde.ca.gov/be/st/ss/hstmain.asp>).
- *Expectations of Excellence: Curriculum Standards for Social Studies*, by the National Council for the Social Studies (available from NCSS Publications at 1.800.683.0812, order # BU890094).
- *National Standards for Social Studies Teachers*, by the National Council for the Social Studies (download from <http://downloads.ncss.org/NCSSTeacherStandardsVoll-rev2004.pdf>).
- *Standards for History, Grades 5-12* (in both U.S. and World history), by the National Center for History in the Schools (download from <http://www.sscnet.ucla.edu/nchs/standards/>).
- TaskStream subscription, available at [www.taskstream.com](http://www.taskstream.com).
- Wiggins, G. P. & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Note that additional articles and auxiliary materials will be announced, assigned, and posted on the course website eReserves for retrieval.

## GRADING POLICIES

See the CSUCI General Catalogue for grading policies that cover all courses. For EDSS 544 in particular, rubrics will be distributed or posted online for most assignments well before their due dates. All assignments, whether written or oral, will be assessed both for content (i.e., level of detail, logic of argument, synthesis of information, depth of analysis, pertinence to the topic, etc.) and for mechanics (i.e., grammar, spelling, format, adherence to APA style, transitions, clarity, etc.). Use of the writing center is highly encouraged. All written assignments must be submitted in hard copy (please, no email or fax submissions).

Individual assignments will receive substantive narrative feedback as well as a letter grade. There are three letter grades that submitted work may earn:

A = “exemplary”

B = “satisfactory”

C = “unsatisfactory” or “revise & resubmit”

A and B grades are considered passing; C is not. No “plus” or “minus” grades will be given. If your work is unsatisfactory such that you receive a grade of C on any assignment, you have the option to negotiate with Dr. Toshalis the earliest possible re-submission date so as not to fall behind in the semester. If you choose not to revise and resubmit, the grade will remain a C.

Failure to earn satisfactory or exemplary (i.e., A or B) marks on the majority of your work in EDSS 544 will result in a grade of C or lower, which does not meet basic expectations for admittance into CSUCI's credential programs.

In general, all assignments must be submitted on their due dates. Late work will not be accepted. Should unpredictable life events interfere with your ability to complete an assignment on time, please contact Dr. Toshalis to discuss options *before* its due date.

All written assignments, unless otherwise notified, must adhere to the following format requirements:

- double-spaced text on 8.5 x 11" paper, stapled in the upper-left corner
- 12 point Garamond, Times, or Times New Roman font
- one inch margins on all four sides
- normal kerning and spacing
- each page numbered in the upper-right corner.

Please use APA format for all citations, quotations, and bibliographic material. In addition to consulting online APA guides posted on the course website, it is recommended that students either consult any of several printed APA guides available in the library reference area or purchase for themselves a guide to the APA style, such as:

Houghton, P. M., Houghton, T. J., & Peters, M. F. (2005). *APA--the easy way*. Flint, MI: Baker College.

Perrin, R. (2007). *Pocket guide to APA style* (2nd ed.). Boston: Houghton Mifflin.

There will be no tolerance for plagiarism or any other academic dishonesty. All policies detailed in the CSUCI catalog regarding consequences for academic dishonesty will be followed. In particular, papers with plagiarized ideas or language will be graded "NC" and must be rewritten with proper quotations and referencing if the student intends to pass the course for credit. The grade of "NC" will remain the recorded grade on that assignment. In cases where cheating or plagiarism was premeditated, students may receive an "NC" for the course.

## **COURSE ASSIGNMENTS**

### **Textbook Analysis & Adaptation**

For this two-part paper, you will first analyze a content-area textbook for particular elements provided in class, writing up your findings and recommendations. Secondly, you will apply ideas from the course to create an adaptation plan for teaching this textbook to students who need assistance in making meaning from this text. It is strongly recommended that you use a textbook from your current school placement for this analysis.

### **Annotated Review of Social Studies Websites Designed for Teachers**

From the list posted on the course webpage, you will analyze and write a one-paragraph review on each of three prominent websites designed for social studies teachers. You will also search for, find, and review two others of your own choosing. Your annotated review will be posted on our course webpage for others to use in planning and implementing instruction.

### **Unit Plan**

Using the framework from Wiggins & McTighe (2005), you will construct a complete unit plan covering 7-10 days of instruction on a topic/question you intend to teach in your placement this

semester. Details on what will be required in the unit plan and a rubric for how it will be assessed will be provided.

### **Case Analysis**

The purpose of this assignment is to examine how the theoretical and practical material we've been learning about pertains to real classrooms in all of their messy complexity. A case analysis asks for your interpretation of the best practice approaches to a hypothetical situation that you will read about in class. You will be asked to apply your learning about literacy in your content area to this hypothetical case and to justify your solutions in writing and/or discussion.

### **Lesson Plans (1 & 2)**

Using one of the methods modeled and/or discussed in class, you will construct two complete lesson plans using the CSUCI Formal Lesson Plan template. Details on what will be required in these lesson plans and a rubric for how they will be assessed will be provided.

### **Research project revision**

You will be provided with a series of research projects assigned by social studies teachers. Your job will be to select one and revise/improve it using the concepts and techniques learned in class. You will present the original project and your improvements to your peers.

### **Unit Plan Revision**

You will revisit the unit plan you created at the beginning of the course and revise it. This process will include the critique and recommendations of your peers. Details on what will be required in this revision and a rubric for how it will be assessed will be provided.

### **Synthesizing Portfolio**

You will write an essay that summarizes your understanding of several major components/themes of the course. Your essay should be a synthesis of self-critique, artifact analysis, and your intentions to improve and should attend specifically to these six areas:

6. content/standards addressed
7. skills taught
8. pedagogical methods employed
9. literacy approaches incorporated
10. special students' needs met
11. technology implemented

### **GRADE DISTRIBUTION**

Textbook Analysis & Adaptation.....	10%
Annotated Review of Websites.....	10%
Unit Plan.....	20%
Case Analysis.....	10%
Lesson Plans.....	2 x 5% = 10%
Research Project Revision.....	10%
Unit Plan Revision.....	10%
Synthesizing Portfolio.....	20%

### **FINAL GRADE SCALE**

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      F = 0-59%

*Note: on the following three pages, the topics, assignments, and readings are subject to change with notice.*

## SCHEDULE

Wk	Date	Topics/Activities	Readings	Assignments
1	Session 1 Jan. __	<b>Analyzing national &amp; state curricula</b> <ul style="list-style-type: none"> <li>• <i>What is (supposed to be) taught in high school?</i></li> <li>• National standards, state frameworks, district curricula</li> <li>• Scrutinizing state-adopted textbooks, course models, and auxiliary materials</li> </ul>	<ul style="list-style-type: none"> <li>• NCHS &amp; NCSS standards</li> <li>• CA DOE framework</li> <li>• CA H-SS course models</li> <li>• Loewen (2007), either chp. 2, 3, 4, 5, or 6.</li> </ul>	
	Session 2 Jan. __	<b>Literacy I: Guest lecture</b> <ul style="list-style-type: none"> <li>• <i>What is literacy? How do you assess it?</i></li> <li>• <i>How do you evaluate textbooks?</i></li> </ul> <b>How to augment the textbook</b> <ul style="list-style-type: none"> <li>• <i>Besides the textbook, what curricula might we use?</i></li> <li>• TCI, ESR, SPLC, Interact, Jackdaws, Library of Congress, literature, art, music</li> </ul>	<ul style="list-style-type: none"> <li>• Readings as per Dr. Adler</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook analysis &amp; adaptation</li> </ul>
2	Session 3 Jan. __	<b>Surveying digital curricula, part 1</b> <ul style="list-style-type: none"> <li>• <i>What websites might I use to enhance social studies teaching and learning?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Review websites posted on course webpage</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated survey of social studies websites</li> </ul>
	Session 4 Jan. __	<b>Democratic classrooms, autocratic times</b> <ul style="list-style-type: none"> <li>• <i>Why do we teach social studies? To what ends?</i></li> <li>• <i>How might we prepare a critical citizenry and help our students to engage the world productively?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Cherryholmes (1992)</li> <li>• Ross (2006)</li> </ul>	
3	Session 5 Feb. __	<b>Backwards design: How to plan instruction in social studies classrooms, part 1</b> <ul style="list-style-type: none"> <li>• <i>How should we plan social studies units?</i></li> <li>• <i>How can we attend to pacing calendars &amp; benchmark tests and still provide opportunities for depth of analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Wiggins &amp; McTighe (2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Bring to class an outline of what your CT intends to cover this year, this semester, and during your practicum</li> </ul>
	Session 6 Feb. __	<b>Backwards design: How to plan instruction in social studies classrooms, part 2</b> <ul style="list-style-type: none"> <li>• <i>Seriously, how should we plan social studies units?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Wiggins &amp; McTighe (2005)</li> </ul>	
4	Session 7 Feb. __	<b>Backwards design: How to plan instruction in social studies classrooms, part 3</b> <ul style="list-style-type: none"> <li>• <i>How might I move from the (macro) unit to the (micro) lesson?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Wiggins &amp; McTighe (2005)</li> </ul>	
	Session 8 Feb. __	<b>Backwards design: How to plan instruction in social studies classrooms, part 4</b> <ul style="list-style-type: none"> <li>• <i>How should we implement our plan?</i></li> <li>• <i>How should we assess its success?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Wiggins &amp; McTighe (2005)</li> </ul>	
5	Session 9 Feb. __	<b>Social studies teaching methods, part 1</b> <ul style="list-style-type: none"> <li>• <i>How can we enhance direct instruction so it inspires students to engage, delve, and produce knowledge?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Brookfield &amp; Preskill (2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Plan</li> </ul>

		<ul style="list-style-type: none"> <li>• Questioning strategies</li> <li>• Cooperative grouping</li> </ul>		
5	Session 10 Feb. ___	<b>Social studies teaching methods, part 2</b> <ul style="list-style-type: none"> <li>• <i>How might we teach social studies content in ways that model the communities we seek to build?</i></li> <li>• Concept attainment</li> <li>• Generalization construction</li> </ul>	<ul style="list-style-type: none"> <li>• Brookfield &amp; Preskill (2005)</li> </ul>	
wk	Session 11 Feb. ___	<b>Literacy II: Guest lecture</b> <ul style="list-style-type: none"> <li>• <i>What is the reading process?</i></li> <li>• <i>Which strategies most enhance the comprehension and retention of vocabulary?</i></li> </ul> <b>Teaching reading in social studies classrooms</b> <ul style="list-style-type: none"> <li>• <i>How might we enhance our students' reading skills in our social studies classrooms?</i></li> <li>• Pre-reading</li> <li>• Reading strategies</li> <li>• Reciprocal teaching</li> <li>• KWL, Cornell Notes, graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Readings as per Dr. Adler</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> </ul>
	6	Session 12 Feb. ___	<b>Social studies teaching methods, part 3</b> <ul style="list-style-type: none"> <li>• <i>How might we put students in the driver's seat of their learning?</i></li> <li>• Learning centers</li> <li>• Problem-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson &amp; Johnson (1994)</li> <li>• Lotan (2003)</li> </ul>
wk	Session 13 Mar. ___	<b>Social studies teaching methods, part 4</b> <ul style="list-style-type: none"> <li>• <i>How might we structure lessons to immerse students in controversy?</i></li> <li>• Debates as collective inquiries</li> <li>• Mustering evidence to support arguments</li> <li>• Engaging moral questions</li> </ul>	<ul style="list-style-type: none"> <li>• Simon (2001)</li> </ul>	
	7	Session 14 Mar. ___	<b>"Theatrics"</b> <ul style="list-style-type: none"> <li>• <i>How might we convey the drama and richness of past events (and have some fun too)?</i></li> <li>• Simulations</li> <li>• Mock trials</li> <li>• Role-plays</li> <li>• Plays</li> <li>• Re-enactments</li> </ul>	<ul style="list-style-type: none"> <li>• Review materials posted on course website</li> </ul>
wk	Session 15 Mar. ___	<b>Teaching current events: Making social studies relevant to today's world</b> <ul style="list-style-type: none"> <li>• <i>Is history relevant? What insights into today's world might the social sciences provide?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Wineburg, et al (2007)</li> <li>• Peruse SEEdebate.org</li> </ul>	
8	Session 16	<b>Human rights &amp; justice: Preparing students to analyze divisive issues</b>	<ul style="list-style-type: none"> <li>• Simon (2001)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan #2</li> </ul>

	Mar. __	<i>How do we teach issues like racism, poverty, war, and oppression so our students are prepared as change-agents?</i>		
wk 9	Session 17 Mar. __	<b>Research projects &amp; service learning</b> <i>How can students apply social studies skills to craft original research and/or benefit their community?</i> <ul style="list-style-type: none"> <li>• Scaffolded &amp; segmented research projects</li> <li>• Student-generated topics</li> <li>• Using rubrics in social studies</li> </ul>	<ul style="list-style-type: none"> <li>• Stiggins &amp; Chappuis (2004)</li> <li>• Banks, Banks &amp; Clegg (1999), chp. 16</li> </ul>	• Research Project Revision
wk 10	Session 18 Mar. __	<b>Libraries, field trips, &amp; visiting speakers</b> <ul style="list-style-type: none"> <li>• <i>How might we bring the classroom into the world (and vice versa)?</i></li> <li>• Getting the most from your visits &amp; visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Survey websites posted on course webpage</li> </ul>	
wk 11	Session 19 Mar. __	<b>Literacy III: Guest lecture</b> <ul style="list-style-type: none"> <li>• <i>What about adolescents' literate lives outside of school? How might digital media/technology tap into (and sometimes hinder) this knowledge?</i></li> </ul> <b>Surveying digital curricula, part 2</b> <ul style="list-style-type: none"> <li>• <i>How can I use movies, software simulations, and technologies to enhance social studies learning?</i></li> <li>• Beware: "PowerPointlessness"</li> </ul>	<ul style="list-style-type: none"> <li>• Readings as per Dr. Adler</li> </ul>	
wk 12	Session 20 April __	<b>Writing across the curriculum</b> <ul style="list-style-type: none"> <li>• <i>How might we enhance our students' writing skills in social studies classrooms?</i></li> <li>• Argument &amp; evidence</li> <li>• Open ended questions</li> <li>• The art of the essay</li> <li>• Academic language development</li> </ul>	<ul style="list-style-type: none"> <li>• Banks, Banks &amp; Clegg (1999), p. 151-157</li> <li>• Peha (2003) (download "Writing Across the Curriculum" at ttms.org)</li> <li>• Mota-Altman (2006)</li> </ul>	
wk 13	Session 21 April __	<b>Using peer-editing to enhance learning and reduce grading</b> <ul style="list-style-type: none"> <li>• <i>Are there ways to assign significant writing without getting buried in grading?</i></li> <li>• Methods of student-to-student editing</li> <li>• Dealing with plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• CSU/UC Statement on Academic Literacy (2002)</li> <li>• Survey of websites posted on course webpage</li> </ul>	• Unit Plan Revision
wk 14	Session 22 April __	<b>Social studies electives</b> <ul style="list-style-type: none"> <li>• <i>You mean, we might get/have to teach something besides history? How might we do that?</i></li> <li>• Psychology</li> <li>• Sociology</li> <li>• Geography</li> <li>• Anthropology</li> <li>• Ethnic Studies</li> </ul>	<ul style="list-style-type: none"> <li>• NCHS &amp; NCSS standards</li> <li>• CA DOE framework</li> <li>• Jigsaw reading: Banks, Banks &amp; Clegg (1999), chps. 10-14</li> </ul>	
wk 15	Session 23	<b>SDAIE &amp; SpED in social studies classrooms</b>	<ul style="list-style-type: none"> <li>• Noble (2004)</li> <li>• Facella, Rampino &amp;</li> </ul>	

	April __	<ul style="list-style-type: none"> <li>• <i>How do we convey social studies content to our EL students in a meaningful way?</i></li> <li>• <i>How might we address IEPs and 504s in our teaching?</i></li> <li>• Infusion, inclusion, &amp; differentiation</li> <li>• Revisiting EDSS 550 &amp; 560</li> <li>• AP &amp; GATE classes</li> </ul>	<p>Shea (2005)</p> <ul style="list-style-type: none"> <li>• Solórzano, et al (2003) (download at <a href="http://www.chicano.ucla.edu/press/briefs/archive.asp">http://www.chicano.ucla.edu/press/briefs/archive.asp</a>)</li> </ul>	
wk 16	Session 24 May __	<p><b>Finals week</b></p> <ul style="list-style-type: none"> <li>• Collect assignments, synthesize course themes, submit self-evaluation</li> </ul>		<ul style="list-style-type: none"> <li>• Synthesizing Portfolio</li> <li>• Course Self-Evaluation form</li> </ul>

**EDSS 550 Access to Learning: English Language Learners  
Spring 2009**

**Single Subject Teaching Credential**

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**Instructor: Erik B. Johansen**

**Telephone: 805. 482. 1412 (Home phone...use at your own risk)**

**Email:erik.johansen@csuci.edu and johansen@ouhsd.k12.ca.us**

(The best way to contact me...use both to make sure I get the message)

**Class Meeting Time: Monday/Wednesday, 7:30 – 9:20 pm.**

**Meeting Schedule:**

January 21 – March 15 and May 16 (Finals Week)

**Office Hours: Monday/Wednesday 6:30 – 7:20; Tuesday/Thursday- 2:30 – 3:50**

**Office Location: Bell Tower (East Wing) Room #**

**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). Specifically, coursework is designed to prepare students to fulfill the following Teaching Performance Expectations (TPE):

**TPE 7: Teaching English Learners**

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

TPE 8: Learning about Students

TPE 9: Instructional Planning

**Student Outcomes:**

**Students completing this course will:**

Identify and discuss historical and current theories and models of language pedagogy and their implications for second language development.

Identify and discuss organizational models of Bilingual Education and English Language Development.

Design and implement an effective English Language Development thematic-based, content-based and/or literature-based lesson plan.

Design and implement an effective Specially Designed Academic Instruction in English (SDAIE) lesson plan in their content area of focus.

Incorporate the California English Language Development Standards in both ELD and SDAIE instruction by focusing on the appropriate skill levels in all three domains (Listening and Speaking, Reading, and Writing).

Implement language assessments and use assessment data to design appropriate instruction for English Language Learners.

### **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 the Subject Matter Requirement for the Single 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. 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.** See Attendance and Participation Section of Assignments for a more detailed description of expectations.

### **Attendance Policy**

Due to the dynamic and interactive nature of courses in the 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 various curricula and instructional programs designed for English language learners, including placement, grouping, methods of language and content assessment, English language development**

and Specially Designed Academic Instruction in English (SDAIE). The course focus will include the examination and application of theoretical and methodological issues in designing instruction for EL's in classroom settings through reflective and critical practice.

**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).

**REQUIRED TEXTS:**

- Making Content Comprehensible for English Learners: The SIOP Model by Jana Echevarria, MaryEllen Vogt and Deborah J. Short, (2<sup>nd</sup> Edition) 2004
- Handouts/Articles In-Class and posted on Blackboard
- Articles/Documents Accessed on the Internet

**RECOMMENDED TEXT:**

- The CALLA Handbook by Chamot and O'Malley (On reserve in Library)

**COURSE REQUIREMENTS:**

1. Attendance and Active, Thoughtful Participation	15 points
2. Dialogue Journal	20 points
3. Content Related Article Review	10 points
4. ELD and SDAIE Classroom Observation	
OR	
Case Study of an EL	15 points
5. ELD Lesson Plan and Critique	15 points
6. SDAIE Lesson Plan and Critique	15 points
7. Final Assignment: Portfolio Artifact	<u>10 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. ***Note: All work turned in for this course must be original work for this course and may not be submitted for other courses or have been turned in for previously taken courses. Please see me if you have any questions or concerns.***

**1. Attendance and Active, Thoughtful Participation (15 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 and providing feedback 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 = -1 point; 2<sup>nd</sup> = -3 points; 3<sup>rd</sup> and subsequent = -5 each).**

**2. Dialogue Journal (20 Points)**

- At least 10 entries, equaling a total of 20 points. Due May 11<sup>th</sup>.

**In this journal, I'd like the "current you" (pre-teaching) to dialogue with the "future you" (during teaching). Really, no kidding. Talking to yourself is a good thing...**

A. During the first 8 weeks of the semester: Please write only on the left side of the journal. On the left side, I'd like you to jot down ideas from the readings and class activities that you like and think will work. Date each entry. Each entry should be at least a page in length. What you write about is up to you, as long as it relates to a reading or an in-class activity we have done. I may ask you to write an entry based on what we are doing in class. Tell why you like the idea or strategy, when you think it would be good to use, and any details about it that you want to remember. Do at least 5 of these.

B. During the last 6 weeks of the semester: As you try out some of these strategies in the classroom, return to the journal entries you made. Respond to yourself on the right hand side. Each response should be at least a page in length. Indicate what worked, what didn't work, what you would do differently next time. If you do not have a chance to do one of the ideas on the left, respond in writing about why you didn't. What happened? What insights might you gain about teaching and flexibility as a result? In hindsight, can you see where using that activity may have helped create access for an English Learner to a particular concept you were teaching? Respond to at least 5 entries.

If you will not be student teaching this semester, complete at least 10 regular entries (A) with no B entries necessary.

**Because it is possible that we (other instructors in the credential program) may be collecting your journals on the same night, it is necessary to submit them separately. Therefore, you need to find a way to keep your journal for this class separate from other classes.**

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

**3. Content Related Article Review (10 points)**

You will be required to do an online article search and review. The article will be of your choosing, related to creating access for English Learners to *your specific content area*

(read: SDAIE!). You will be provided with a list of possible Internet sources, a suggested format for your article summary and response to the author, and a rubric for scoring. You are encouraged to look for articles that will serve as a guide/resource for you in creating lessons/materials for your EL students.

**Article Review Due Date: February 4<sup>th</sup>**

**4. ELD and SDAIE Classroom Observation OR Case Study of an EL (15 Points)**

**During the course of your placement at your site, you will have the option of observing an ELD lesson and a SDAIE lesson, depending on availability of those modes of instruction where you are located. You will observe and record your observations based on guideline we will cover in class for both classes and include a write-up of each observation that includes a reflection of your impressions of the class and the students being served. An observation format will be provided as well as guidelines for the write-up. Begin to inquire at your site who you might be able to observe in both teaching situations.**

**OR**

**If no options are available, you may chose to write up a case study of an English Learner- but only with the consent of your instructor (Erik). Consider identifying a student who is a “question mark kid” – that is, a student for whom instructional recommendations pose a challenge. Guidelines for the case study will be provided.**

**Due Date: February 25<sup>th</sup>**

**5. ELD Lesson Plan and Critique (15 points)**

**You will prepare a lesson plan for either a middle school or high school level English Language Development class at one of three levels: Beginning, Intermediate, or Advanced. You will identify the ELD Standards to be addressed (Listening and Speaking, Reading, and Writing), the form of assessment you intend to use, a theme and topic, materials to be used, activities you will provide for students to master the target standards, and alternative activities to provide further practice if standards are not met.**

**You will share this lesson in class, and the class will review your lesson based on a rubric we develop for the assignment.**

**Due Date: Rough Draft- February 16<sup>th</sup> Final Draft- February 18<sup>th</sup>**

**6. SDAIE Lesson Plan and Critique (15 points)**

**You will prepare a lesson plan for either a middle school or high school level class in your chosen content area using SDAIE strategies and the SIOP model. You will identify the Content Standards and ELD Standards to be addressed (Listening and Speaking, Reading, and Writing), the form of assessment you intend to use, materials to be used, activities you will provide for students to master the target standards, and alternative activities to provide further practice if standards are not met.**

**You will share this lesson in class, and the class will review your lesson based on a rubric we develop for the assignment.**

Due Date: Rough Draft- March 4<sup>th</sup>    Final Draft- March 9<sup>th</sup>

**7. Final Assignment: Portfolio (10 points)**

**This final assignment will be your opportunity to select work you have done during this course that demonstrates your competency in meeting any of the Teacher Performance Expectations related to English Language Learners. You will choose an artifact, and submit a write-up explaining your artifact, and why you think it meets the requirements of one of the Teacher Performance Expectations (TPEs).**

Due date: May 11<sup>th</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 probably will.

<b>EDSS 550 - Access to Learning: English Language Learners Spring 2009</b>			
<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
#1	1/21	<ul style="list-style-type: none"> <li>• Teambuilding: Tribes</li> <li>• Course Overview- WII-FM</li> <li>• Historical Perspective of Language Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• In-Class Reading: History of Language Pedagogy</li> <li><b>For 1/26:</b></li> <li><b>Read Crawford (Class Handout)</b></li> </ul>
#2	1/26	<ul style="list-style-type: none"> <li>• Theoretical Frameworks (Review of ENGL 475)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of Crawford</li> <li>For 1/28:</li> <li><b>Read: 2<sup>nd</sup> Language Acquisition Article</b> (On Blackboard-External Links)</li> <li><b>Read: TPR: Still a Good Idea</b> (On Blackboard-External Links)</li> </ul>
#3	1/28	<ul style="list-style-type: none"> <li>• Review of 2<sup>nd</sup> Language Acquisition Theory</li> <li>• The Natural Approach</li> <li>• Total Physical Response</li> </ul>	<ul style="list-style-type: none"> <li><b>For 2/2:</b></li> <li><b>Read: Echevarria p. 1-10</b></li> <li><b>Bring: A list of course offerings from your site/district, and any course descriptions for courses where EL's are placed that you can get your hands on...</b></li> <li><b>Read: What is Cooperative Learning?</b> (On Blackboard-External Links)</li> <li><b>Begin: Article Review for 2/4</b></li> </ul>
#4	2/2	<ul style="list-style-type: none"> <li>• Bilingual Education Models- a look at curriculum design.</li> <li>• Cooperative Learning- The Essential Elements (In class Jigsaw of the 5 Elements).</li> </ul>	<ul style="list-style-type: none"> <li><b>For 2/4:</b></li> <li><b>Article Review Due 2/4</b></li> <li><b>Bring: Try and get your hands on an ESL textbook being used on your site.</b></li> </ul>

			<b>Bring it to class on 2/4</b>
#5	2/4	<ul style="list-style-type: none"> <li>• ELD Standards- A Scavenger Hunt</li> <li>• Materials Review (in class)</li> </ul>	<b><u>Article Review Due</u></b>  <b>For 2/9:</b> <b>Read: Echevarria Chapter 6</b>
#6	2/9	<ul style="list-style-type: none"> <li>• ELD Models</li> <li>• ELD Lesson Design</li> </ul>	<b>For 2/11:</b> <b>Read: Echevarria Chapter 4</b> <b>Begin: Gathering ideas and materials for your ELD Lesson Plan. Bring a rough draft of your plan on 2/13</b>
#7	2/11	<ul style="list-style-type: none"> <li>• Reading and Writing in ELD</li> </ul>	<b>For 2/16:</b> <b>Read: Echevarria Chapter 5</b> <b>Continue work on your ELD Lesson Plan Draft (bring with you on 2/18)</b>
#8	2/16	<ul style="list-style-type: none"> <li>• ELD Lesson Plan Workshop</li> </ul>	<b>ELD Lesson Drafts Due</b> We will work on our lesson plans together tonight. <b>For 2/18:</b> <b>ELD Lesson due on 2/18</b>
#9	2/18	<ul style="list-style-type: none"> <li>• ELD Lesson Plan Critiques</li> </ul>	<b><u>ELD Lesson Plans Due</u></b>  <b>For 2/23:</b> <b>Read: Echevarria pg.10-19, Chapters 2 and 3</b>
#10	2/23	<ul style="list-style-type: none"> <li>• SDAIE Lesson Format</li> </ul>	<b>For 2/25:</b> <b>Reminder: Observation/Case Study due on 2/25</b>
#11	2/25	<ul style="list-style-type: none"> <li>• SDAIE Elements: Visual Tools Physical Movement</li> </ul>	<b><u>Observations/Case Study Due</u></b>  <b>For 3/2:</b> <b>Read: Echevarria Chapter 7</b>
#12	3/2	<ul style="list-style-type: none"> <li>• SDAIE: Reading and Writing</li> </ul>	<b>For 3/4:</b> <b>Read: Echevarria Chapters 8 and 9</b> <b>Begin: Working on SDAIE Lesson Plan. Bring draft to class on 3/4</b>
#13	3/4	<ul style="list-style-type: none"> <li>• SDAIE Lesson Writing Workshop</li> </ul>	We will work on our SDAIE lesson plans tonight.

			<b>For 3/9: SDAIE Lesson Plans Due</b>
#14	3/9	<ul style="list-style-type: none"> <li>• SDAIE Lesson Critiques</li> </ul>	<b><u>SDAIE Lesson Plans Collected</u></b>  <b>For 3/11:</b> <b>Review CELDT information from ENGL 475</b>
#15	3/11	<ul style="list-style-type: none"> <li>• California English Language Development Test (CELDT) <ul style="list-style-type: none"> <li>Interpreting scores</li> <li>Curriculum design</li> </ul> </li> <li>• Course Evaluations</li> </ul>	Good luck in your placements! Collect lots of cool artifacts! <b>Don't forget to respond to your journal entries as the "teacher you"</b>  <b>Journals Due on May 11<sup>th</sup></b> <b>TPE Artifact Due on May 11<sup>th</sup></b>
#16	5/11	<ul style="list-style-type: none"> <li>• Semester De-Briefing</li> <li>• TPE Artifact Sharing</li> </ul>	<b><u>Journals Collected</u></b> <b><u>Final Assignment: Portfolio Artifact Due</u></b>

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

*EDSS 560  
Access to Learning: Special Needs Learners (2)  
Fall Semester 2008*

**Instructor Information**

**Professor:** Tiina Itkonen, Ph.D.  
**Office:** Bell Tower East 2844  
**Office Hours:** Wednesday 2-4 pm; or by appointment  
**Office Phone:** 805-437-3294  
**Email:** tiina.itkonen@csuci.edu

**Course Information**

**Meeting Days/Times:** Tuesdays and Thursdays 7:30 – 9:30 pm (8 weeks and finals' week).  
**Location:** BTW 2716  
**Prerequisite:** Admission to Single Subject Program

**COURSE DESCRIPTION**

This course focuses on methods and techniques for identifying and teaching culturally diverse students with special needs, including gifted and talented students, and the unique issues associated with integrating students with special needs in secondary settings.

**COURSE OBJECTIVES**

**Students who successfully complete this course will be able to:**

- 1. Identify the methods and techniques for identifying students with special needs, including gifted and talented students, in middle and secondary schools;**
- 2. Identify methods and strategies for teaching students with special needs and gifted and talented students in middle and secondary schools;**
- 3. Demonstrate the use of universal design strategies to meet the needs of students with disabilities;**
- 4. Participate in the design and implementation individual educational plans that reflect appropriate cultural and linguistic sensitivity;**
- 5. Examine the scheduling, content learning, grading, and other issues specific to students with special needs in secondary school 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).

**This course meets the following Program Standards set forth by the CCTC:**

**Standard 3: Relationships between theory and practice**

**Standard 4: Pedagogical thought and reflective practice**

**Standard 5: Equity, diversity, and access to the Core Curriculum for all children**

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

**14(b) Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher's role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation.**

**14(c) Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.**

**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(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.**

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.

#### 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 POLICIES

### 1. PROFESSIONALISM

ATTENDANCE. Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, students are expected to attend all classes--arriving on time and staying until the class is dismissed. Students arriving after the class has started are considered tardy. Any combination of two tardies or early departures will count as an absence. Five points will be taken 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.

PARTICIPATION. For successful participation, students are expected to have read the assigned weekly readings before each class meeting, be prepared for each session, participate actively in class activities, and use Blackboard. Quizzes on class readings may be administered.

OTHER. Please turn off cell phones and pagers. During sessions that meet in the Smart Classroom, students are asked to keep food or drink away from the computer area.

### 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.

### 3. ASSIGNMENTS DUE DATES

All assignments should be submitted in class on the specified due date. **No later work is accepted.**

### 4. GRADING

This course utilizes a "+/-" grading system. Grades will be determined based on the breakdown of the following corresponding percentages of total points earned.

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

**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.**

## 5. WORK QUALITY

All assignments must be typed (10 point or 12 point font), double-spaced when appropriate, and have 1" margins to receive consideration for full credit. All referenced works must be cited using an accepted professional format (either APA or MLA). Content and mechanics will be considered when grading written assignments. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

6. The professor reserves the right to change the syllabus.

*All assignments must use person-first language (student WITH disability).*

## UNIVERSITY STUDENTS WITH SPECIAL NEEDS

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the professor 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 in the course. For further information, contact Dr. Terri Goldstein at the University's Disability Accommodation Office, at 437-8528.

## 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"

## 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.

### REQUIRED TEXT

**Janney, R. & Snell, M. E. (2000). *Modifying schoolwork*. Baltimore, MA: Paul Brookes.**

### REQUIRED READINGS

**The following required readings can be located on Blackboard, under “eReserves” button.**

#### WEEK 1

**Grandin, T. (1995). *Ways of the World*. In *Thinking in pictures and other reports from my life with autism*. New York: Vintage Books.**

**Shriver, M. (2008). The R-word is no joke. *Los Angeles Times*, op-ed, August 22.**

**Winerip, M. (2008). Phelp’s mother recalls helping her son find gold-medal focus. *New York Times*, August 10.**

#### WEEK 2

**Harry, B. & Klinger, J. (2006). *Why Are So Many Minority Students in Special Education?* New York: Teachers College Press.**

**Heward, W. (2006). *Exceptional Children*. Saddle River, NJ: Pearson.**

**Yell, M. (2006). *Law and Special Education*. Saddle River, NJ: Pearson**

#### WEEK 4

**California High School Exit Examination: Questions and Answers for Parents and Guardians. California Department of Education, August 2004.**

#### WEEK 5 and 6

**Henley, M. (2006) *Classroom Management*. Saddle River, NJ: Pearson**

#### WEEK 7

**Snell, M. & Janney, R. (2000). Learning teamwork skills. In *Collaborative Teaming*. Baltimore, MA: Brookes.**

### COURSE REQUIREMENTS:

Participation	15 points
Film Analysis	15 points
School Services Project	20 points
Curriculum & Collaboration Project	35 points
Mid-term	15 points
<b>Total Points Possible</b>	<b>100 points</b>

## ASSIGNMENTS

All assignments are **due on the dates indicated**. Assignments must be typewritten/word processed, double-spaced, standard one-inch margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. *Film analysis and School services assignments may be submitted electronically as attachments* (Word document). Submit to professor's e-mail address by due date and time (beginning of class).

## ASSIGNMENT DESCRIPTIONS

### 1. PARTICIPATION (15 pts.)

Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, class participation is integral to learning. Participation will be graded based on (a) attendance; (b) being on time; (c) completing assigned reading before each class session; and (d) participating in class discussion and activities. **Refer to course policies for more detail.** Quizzes on course readings may be administered.

### 2. FILM ANALYSIS (15 pts.)

TPE 8: Learning about students

TPE 11: Social environment

Purpose: The assignment provides an opportunity to examine disability from a variety of perspectives, and demonstrate the understanding of human diversity and its implications to education.

Description: Students will watch a film which includes a character with disabilities. The viewing of the film is completed on students' own time. Appropriate films will be discussed in class. If you choose to watch another film that what was discussed in class, consult the professor first. Write a paper of 3 to 4 pages, double-spaced, which (a) *analyzes* how the character was portrayed (use constructions of disability covered in class); (b) *discusses* how you personally reacted to the character and his/her disability; and (c) briefly *examines* the educational implications (e.g., what accommodations might you need to make to include the character in your core curriculum).

Source: A list of films can be obtained from CSUCI library website, "Portraits of Exceptionality": <http://www.library.csuci.edu/collections/disabilities/>  
The Broome Library has the films listed available for check out..

### Criteria for Evaluation:

- The *depth* of character *analysis* from a disability construction perspective. (Do not merely summarize the plot).
- The thoughtfulness of how to include the character in a classroom.
- Overall quality and thoughtfulness of writing

### 3. SCHOOL SERVICES PROJECT (20 points)

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible

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 12: Professional, Legal, Ethical Obligations

Purpose: The assignment enables the students to become familiar with special education services at their school. The assignment integrates the policy context of special education to the implementation and delivery of those services.

Description: (*this assignment has two parts*)

A. Special education services summary: A summary report of the special education services in your assigned school for young adults with identified exceptionalities. Summaries should be approximately three to four pages in length, double-spaced, and address these questions:

- What is the student study team (SST) process at your school?
- Who participates in the SST?
- What is the content area teacher's role and responsibilities in the SST and the Individualized Education Program (IEP) processes (referral process, collecting and sharing student performance data, attending meetings)?
- What services are available to students? How are students followed to determine if services are successful?

B. Interviews: Conduct and summarize an interview with a special education teacher at the middle or high school level. Interview summaries should be approximately three to four pages in length. The interviews should address *at least* these questions:

- What special education services does the teacher provide to students?
- What technologies are available for students with disabilities at your school? How are they used?
- How does the teacher work (collaborate) with content area teachers?
- How does the teacher work (collaborate) with parents?
- What works well for the special education teacher in delivering services or collaborating with others?
- Any challenges the teacher has encountered with the special education system at the school?

### 4. CURRICULUM ACCESSIBILITY AND COLLABORATION PROJECT (35 points)

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible  
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

Purpose: The assignment integrates curriculum adaptations and collaboration, and enables the students to demonstrate their knowledge on making core curriculum accessible to all learners, including those with disabilities, and working with other professionals and parents who support these students.

Description: You will be given one to two case studies and summaries of individualized education programs (IEP) for hypothetical learners with disabilities. Using tools provided in class assignments, discussions, and course readings, your task is to develop the following for each student:

- **demonstrate how each hypothetical student's IEP can be integrated into one unit in your subject area**
- **develop a general accommodations plan for your unit, for each student**
- adapt one lesson for each student. Adaptations must address the students' learning styles, and may need to include one or more of the following areas of instruction:
  - varied practice to learn the skills or knowledge
  - different explanation to understand the lesson
  - higher level thinking skills or strategies
  - motivation to complete the lesson
- adapt one test or assessment for each student
- develop a system to support the students' self-management, organization, and/or motivation
- discuss how you might implement peer supports in class
- develop a communication system for the student's team (IEP teacher, parents, others)
- discuss the final product in class

You may use a unit plan, lesson plans, and a test from your other courses. Please turn in your original work with professor feedback, and a revised copy that addresses the students' needs in this assignment. You are not graded on the subject matter content of the unit or lesson plans, but on the *explicit details of making the core curriculum accessible for the students, and on the depth of the collaboration plan, as outlined above.* Make sure the requested components of the assignment are explicitly and clearly presented (use forms from class readings and activities, highlighting, etc.). A rubric will be given before the assignment is due.

**Note:** Please make sure you save your work frequently and you keep a backup copy of your files when using a word processor. Computer accidents are not an acceptable excuse for late or lost work. You should always keep a copy of the file or paper you turn in until your work is graded and you have received your course grade.

**5. Mid-term (15 pts)**

- TPE 3: Interpretation and Use of Assessments
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 7: Teaching English Learners
- TPE 12: Professional, Legal, Ethical Obligations

Purpose: The mid-term provides an opportunity to demonstrate knowledge on the legal and professional obligations when working with students with disabilities and English language learners.

Description: Students are given situations which they must solve applying Individuals with Disabilities Education Act and/or Section 504.

**COURSE OUTLINE**

The following schedule reflects the intended class meetings, topics, and assignments.

**No late work is accepted.**

**Note: This syllabus and schedule are subject to change per the discretion of the professor.**

<b>EDSS 560 Access to Learning: Special Needs Learners</b>			
<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b> Each reading assignment must be read before coming to class.
1	8/26	Introductions, Course expectations	
	8/28	Constructions of disability; the disability experience	Grandin (course pack) Shriver (course pack) Winerip (course pack)
2	9/2	Policy context for special education	Heward, pp. 10-28 (course pack) Harry & Klinger (course pack)
	9/4	Policy context for special education cont., Section 504	Heward, pp. 28-41 (course pack) Yell (course pack) pp. 127-146
3	9/9	Accommodating curricular and instructional practices	<b>**Mid-term</b> Janney et al. Chapters 1, 2

	9/11	Class adaptations	Janney et al. Chapter 3
4	9/16	Individual adaptations: Curriculum, assessment	Janney et al. Chapter 4 DOE: CAHSEE (course pack)
	9/18	Individual adaptations cont.	Janney et al. Chapter 5
5	9/23	Social skills	Henley, Chapter 7, pp. 199-211 (course pack)
	9/25	Motivating secondary age students with disabilities	Henley, Chapter 6 (course pack) <b>**Film analysis due</b>
6	9/30	Proactive behavioral strategies	Henley, Chapter 8 (course pack), pp. 215-240
	10/2	Managing problem behaviors	Henley, Chapter 9 (course pack), pp. 249-277
7	10/7	Collaboration, problem solving	Snell et al. Chapter 3 (course pack)
	10/9	Curriculum: Case Study	Use Snell book, all readings
8	10/14	Curriculum: Case study	<b>**School services project due</b>
	10/16	Last class: Presentations, sharing	
	11/28	(No Class)	<b>**Curriculum &amp; collaboration project due</b>
Finals	12/9	Course and student teaching review; return of projects	

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
SINGLE SUBJECT TEACHER CREDENTIAL PROGRAM  
EDSS 571: Seminar & EDSS 575: Student Teaching  
Student Teaching Seminar, First Semester  
Fall, 2008**

Instructor: Dr. Eric Toshalis

Office: Bell Tower East, 2840

Telephone: 805.437.3304

Email: eric.toshalis@csuci.edu

Class Meeting Time: Mondays, 7:30-9:20 PM

Class Meeting Location: Bell Tower, Room 2716

Office Hours: Mondays, 8:00–10:00am;

Tuesdays, Noon–2:00pm; & by appt.

Course Website: accessed through csuci.blackboard.com

**CATALOG COURSE DESCRIPTION:**

Bi-Weekly meetings to discuss observations and teaching practice during student teaching.

Discussion and seminar with University Supervisor to discuss practical issues relevant to the student teaching experience.

**COURSE OVERVIEW:**

This course is comprised of weekly meetings to discuss observations and practices during the first student teaching experience. The main priority in EDSS 571 is to promote students' personal and professional growth in education as well as their success in the classroom. The field experiences are intended to give students the opportunity to practice the theories and instructional strategies learned in previous and concurrent courses. Each student will have both a supervisor and cooperating teacher to help provide support throughout the semester. Both will offer observations and suggestions on students' developing practices and dispositions.

Seminar sessions are designed to be opportunities for single subject teaching credential candidates to share ideas and successes as well as to discuss, clarify, and resolve the problems, queries and concerns related to the myriad issues and events that characterize middle and high school classrooms. Therefore, the seminar topics will respond to and evolve from the student led discussions.

**PRE/COREQUISITE(S)**

EDSS 571 is a required course in the Single Subject Teaching Credential Program and is to be taken concurrently with EDSS 575. The only prerequisite is admittance into the Credential Program.

**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 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.

## **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), the California Commission on Teacher Credentialing (CCTC), and the Performance Assessment for California Teachers (PACT). The nature of the field experience and associated seminars are such that the credential candidates have the opportunity to demonstrate their content knowledge and the ability to apply a wide variety of interconnected pedagogical understandings and skills that are described in all elements of the following Program Standards. This course addresses the following standards as per the California Commission on Teacher Credentialing:

Program Standard 3: Relationships Between Theory and Practice

Program Standard 4: Pedagogical Thought and Reflective Practice

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

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

Program Standard 7B: Single-Subject Reading, Writing, and Related Language Instruction in English

Program Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by SS Candidates

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

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

Program Standard 11: Preparation to Use Educational Ideas and Research

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

Program Standard 13: Preparation to Teach English Learners

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

Program Standard 15: Learning to Teach Through Supervised Fieldwork

Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program

### **TPE'S ADDRESSED IN EDSS 571:**

TPE 1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6B: Developmentally Appropriate Teaching Practices in Grades 4 - 8

TPE 6C: Developmentally Appropriate Teaching Practices in Grades 9 - 12

TPE 7: Teaching English Learners

TPE 8: Learning About Students

TPE 9: Instructional Planning

TPE 10: Instructional Time

TPE 11: Social Environment

TPE 12: Professional, Legal and Ethical Obligations

TPE 13: Professional Growth

### **TEACHING CREDENTIAL CANDIDATES WHO SUCCESSFULLY COMPLETE EDSS 571 WILL BE ABLE TO:**

- Reflect on and improve their own professional practice using data-driven analysis;
- Examine and describe critical issues associated with teaching diverse middle school students with multiple needs and skills found in California classrooms;

- Develop ways to collaborate with students’ families to promote high academic achievement and psycho-social well-being;
- Expand and implement their repertoire of techniques and strategies to effectively deliver a quality program of study to diverse middle school students.

## **FIELDWORK SCHEDULE FOR NON-INTERN STUDENTS**

### **Weeks 1 – 15:**

Mandatory attendance at scheduled seminars held at CSUCI is required, unless otherwise arranged by instructor. Seminars focus on: examining teaching experiences against theories and methods of teaching and learning; analyzing and applying content and performance standards; preparing for the professional responsibilities of a credentialed educator; and supporting and guiding candidates as they endeavor to secure teaching positions.

### **Weeks 1 – 8:**

One full day per week (or two half days) for participation and observation at a middle school (575) placement site is required. Check current class schedule for assigned day. Student teachers are required to assist their cooperating teacher in directing classroom activities, working with individual students and small groups, and “ramp up” to increased responsibility for classroom daily routines.

### **Weeks 9 – 16:**

Five full days per week at the student teaching placement site are required. Student teaching hours correspond to the cooperating teacher’s work contract, including school duty times, planning, and after school and department meetings. Student teachers are required to assume primary responsibility for and direct all instruction in the teaching and planning duties for four full weeks with a phase-in and a phase-out period.

## **STANDARDS FOR SUCCESSFUL COMPLETION OF COURSE**

All students are expected to attend every session and participate actively and professionally in large and small group discussions. Students are expected to be prepared for each session and to support each other’s growth. All work must be submitted on the assigned due date unless other arrangements have been made with the instructor. Written assignments must be typed and double-spaced, and all other submitted work should be carefully and critically prepared. All submitted work must demonstrate the professional skills, reflective capacities, and dispositions of a novice teacher.

## **ATTENDANCE POLICY**

Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, all students are expected to attend all classes. EDSS 571 involves discussions and activities in class that cannot be “made up” outside of our regularly scheduled meeting times. If you cannot attend class due to an unforeseeable circumstance beyond your control, you must send an email to the instructor prior to class explaining your situation. Participants who miss one meeting will be expected to complete a two page written assignment that pertains to the content covered on the day of the missed session. If you miss more than one meeting for whatever reason, you will be asked to repeat the course in a subsequent semester. Two late arrivals or early departures from the seminar will be equivalent to an absence.

## **GRADING POLICY**

Grading for EDSS 571 assignments is on a credit/no credit system. Failure to complete any of the required course activities will result in a grade of “no credit” and the seminar must be repeated.

Completed work that does not meet basic expectations will need to be revised and resubmitted until expectations have been met. In general, all assignments must be submitted on their due dates. **Late work will not be accepted.** Should unpredictable life events interfere with your ability to complete an assignment on time, please contact Dr. Toshalis to discuss options *before* the assignment's due date.

All assignments, whether written, oral, or graphic, will be assessed both for content (i.e., level of detail, logic of argument, synthesis of information, depth of analysis, pertinence to the topic, scope of coverage, etc.) and for mechanics (i.e., grammar, spelling, format, adherence to APA style, timing, clarity, aesthetics, etc.). Use of the writing center is highly encouraged. All written assignments must be submitted in hard copy (please, no email or fax submissions). All written assignments, unless otherwise specified, must adhere to the following format requirements:

- double-spaced text on 8.5 x 11" paper, stapled in the upper-left corner
- 12 point Garamond, Times, or Times New Roman font
- one inch margins on all four sides
- normal kerning and spacing
- each page numbered in the upper- or lower-right corner.

Please use APA format for all citations, quotations, and bibliographic material. In addition to consulting online APA guides (some are posted on the course website—click the “external links” button), it is recommended that students either consult any of several printed APA guides available in the library reference area or purchase for themselves a guide to the APA style, such as:

Houghton, P. M., Houghton, T. J., & Peters, M. F. (2005). *APA--the easy way*. Flint, MI: Baker College.

Perrin, R. (2007). *Pocket guide to APA style* (2nd ed.). Boston: Houghton Mifflin.

## **STUDENTS WITH SPECIAL NEEDS**

CSUCI is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

With regard to EDSS 571 specifically, individuals who are differently abled in a way that may affect their ability to perform optimally in this course or at their school site are encouraged to inform Dr. Toshalis *at the start of the semester* with a written explanation. Students are also requested to contact Disability Accommodation Services at the beginning of the semester to document their disability and obtain support. Methods, materials, activities, and/or assignments will be modified in such cases in order to provide for equitable participation.

## **POLICY ON ELECTRONIC DEVICES**

To support one another's learning and enhance individual and collective focus, all cell phones and pagers will need to be silenced during seminar. In addition, please refrain from both texting and “surfing” the web during our sessions together. If you need to communicate electronically or check the internet for something during our course meeting time, please do so at the break. Your cooperation is appreciated.

**REQUIRED TEXTS:**

Handouts and readings will be distributed in class and/or posted on the course website.

**ASSIGNMENTS:****Field Placement:**

Fieldwork is critical to your success as a teacher. Take every opportunity to be in classrooms and note that the times shown in the syllabus are minimum requirements. If possible, make arrangements with other teachers to observe on additional days of the weeks, with different age level students, in various subject areas, and during department and team-planning sessions. *Note that all single subject credential candidates will have one middle school and one high school teaching practice experience in schools that provide experience with diverse learner populations. You must observe a classroom during the opening day of the school year and have a close-of-school-year experience. The forms for documenting these experiences are found in the Single Subject Program Handbook.* (TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)

**Seminar Participation:**

Seminars will cover specific topics (see schedule that follows) but remain flexible and targeted to accommodate students' evolving needs. Each credential candidate in EDSS 571 is responsible for contributing to seminar discussions, analyzing and critiquing one another's assumptions and practices, completing all assigned readings, and sharing student teaching experiences from which others may learn. Topics will be modified or added to meet the needs expressed by candidates. (TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)

**Classroom Poster Presentation:**

Examine the classroom environment where your student teaching practicum will occur (if you have more than one room, choose only one). Draw a map of the room, note its features, and take pictures of various aspects you find revealing. Ask yourself: What does that classroom environment tell students to do? If this were your classroom, what do you see that you would retain? How might you change the environment to make it more conducive to learning for all students, more a space of curiosity, more aesthetic, more an invitation to invent, more aligned with what you think your "style" might be, etc.? Answer these and other questions of your own in a poster presentation that includes photos, descriptions, map(s), and evaluative comments. You will be sharing your posters with your peers and should be prepared to explain, elaborate, and defend both what you chose to highlight and what you think it suggests. You will also turn in a one page summary of your presentation and what you learned in your discussion with your peers. (TPEs 2, 4, 5, 11)

**Short Paper on Identity & Teaching:**

After reading the assigned texts in sessions three & four, write a 2-4 page paper in which you briefly describe an instance where an identity issue(s) "popped up on your radar" when you were teaching or observing. Analyze that instance using some of the themes and terms from the EDSS 571 syll, Toshalis FA08.doc 6 readings and our discussions in seminar. How are you making sense of what you observed/experienced? How does this relate to various theories about adolescent identity development? What does this suggest about how you might teach the adolescents in your classroom this semester and beyond? (TPEs 2, 5, 6, 8, 11)

**Peer Review Protocols:**

You will be required to bring to seminar evidence of your work as a student teacher. This evidence will take the form of a lesson plan you have taught, a stack of student work you have assigned/collected/graded, and a video-recorded segment of your teaching. Using protocols (structured conversations designed to elicit specific types of reflection and feedback from peers), you will analyze these pieces of evidence with your fellow student teachers so that you may grow in your understanding of yourself, your students, and your teaching and prepare for the state-mandated teacher performance assessment. (TPEs 1-13)

### **Documentation:**

Weekly time sheets must be completed to document the hours and activities during your field placement and student teaching. These forms must be turned in at the end of the semester to you're the credential program. Students who are Interns do not need to document their weekly hours.

### **COURSE REQUIREMENTS AND STANDARDS ADDRESSED**

Regular attendance Mandatory

Active participation in seminar discussions Standards 3, 4, 6, 11, 12

Classroom Poster Presentation Standards 3, 4 9, 10, 12, 13, 14

Short Paper on Identity & Teaching Standards 3, 4, 5, 10, 12

Peer Review Protocols Standards 3, 4, 6, 7B, 8B, 11, 12, 18

Completion of all required documentation Standard 12

Professional Conduct and Disposition Standards 12, 15, 17, 18

EDSS 571 syll, Toshalis FA08.doc 7

### **TENTATIVE TOPICS AND SCHEDULE**

Seminar sessions are intended to be opportunities for single subject teaching credential candidates to share ideas and successes as well as discuss, critique, and problem-solve various issues encountered in the classroom. *The following schedule is subject to change with notice.*

#### **Date Topic(s) Assignment Due**

Session 1.1

8/25

Introductions; co-constructing our seminar culture; overview of student teaching; expectations and supports; paperwork and deadlines

Read syllabus & other program documents distributed in session

Session 1.2

8/27

7:30-8:00 PM

NOTE THE WEDNESDAY MEETING

Joint session with EDSS 581 student teachers and Dr. Grier; meet all supervisors and give overview of observation schedules

Session 2

9/8

Co-constructing our seminar culture (continued); developing as reflective practitioners; critically supporting one another; safety vs. discomfort

Session 3

9/15 Getting to know your learners: Adolescent development, part I Complete readings posted on Blackboard

Session 4

9/22 Getting to know your learners: Adolescent development, part II

Complete readings & short writing assignment posted on Blackboard

Session 5

9/29

Cooperative grouping and questioning strategies: Some common mistakes and some best practices

Session 6

10/6 Classroom Poster Presentations: Sharing & Analysis Bring your poster presentation

Session 7

10/15

NOTE THE MOVE TO *WEDNESDAY*, THIS WEEK ONLY

Ramping up to the full takeover: Joint session with EDSS 581

Session 8

10/20 Videotaping teaching: A primer on why and how we do it Session 9

10/27 Peer review protocol: Lesson review Bring one of your lesson plans to share

Session 10

11/3 PACT intro session #1: Overview of the assessment; analysis of Tasks 1-2 Read PACT materials as assigned

Session 11

11/17 PACT intro session #2: Analysis of Tasks 3-5 plus comparison to NBPTS Plan for videotaping yourself ASAP

Session 12

11/24 Peer review protocol: Looking at student work Bring a stack of graded student work Session 13

12/1

Making sense of student resistance: Attitudes, behaviors, and academic performances

Session 14

12/8

7:00-9:00PM

NOTE THE DIFFERENT TIME FOR THIS LAST MEETING

Peer review protocol: Examining videotaped teaching

Conclusions & congratulations

Bring video segment of yourself teaching

**SINGLE SUBJECT TEACHER CREDENTIAL PROGRAM**  
**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**  
**Fall 2008**

**EDSS 581: STUDENT TEACHING SEMINAR & EDSS 585: STUDENT TEACHING**

	<b>1<sup>st</sup> half of semester</b>	<b>2<sup>nd</sup> half of semester</b>
<b>Instructor:</b>	Dr. Jeanne Grier	Dr. Mary Adler
<b>Office:</b>	Bell Tower East 2754	Bell Tower West 1295
<b>Telephone:</b>	(805) 437- 8987	(805) 437 - 8486
<b>Email:</b>	<a href="mailto:Jeanne.Grier@csuci.edu">Jeanne.Grier@csuci.edu</a>	Mary.Adler@csuci.edu

Class Meeting Location and Times: Bell Tower 2716  
Wednesdays 7:30p – 9:30p through October 15th  
Wednesdays 5 - 7pm October 22 through December 3<sup>rd</sup> and December 10<sup>th</sup> from 7-9.

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

**COURSE OVERVIEW:**

Weekly meetings to discuss observations and teaching practice during the second student teaching experience. Teacher education performance assessments will be completed as an exit requirement of the program. Discussion and seminar with University Supervisory to discuss practical issues relevant to the student teaching experience.

**Your field experiences are intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your supervisor and Cooperating Teacher are there to offer advice and suggestions and to counsel you throughout the semester. The main priorities are your personal and professional growth in education and success in your assigned classroom.**

Seminar sessions are intended as opportunities for Single Subject Teaching Credential Candidates to share ideas and successes as well as to discuss, clarify and resolve, problems, queries and concerns related to the myriad issues and events that characterize middle school and high school classrooms. Therefore, the seminar topics will respond to and evolve from the student led discussions.

**Fieldwork Schedule**

Weeks 1 - 8: 1 full day per week (or two half days) for participation and observation at a **high school (585)** placement site. Check current class schedule for assigned day. Student Teachers are required to complete classroom activities, take over daily routines and to work with individual students and then small groups.

Weeks 9 - 16: Five full days per week at the student teaching placement site. Student teaching hours correspond to the cooperating teacher's work contract, including school duty times, planning, and after school and department meetings. Student teachers are

required to take over all teaching and planning duties for four full weeks with a phase-in and a phase-out period.

Weeks 1 - 15: Mandatory attendance at scheduled seminars held at CSUCI, unless otherwise arranged by instructor. Seminars focus on examining teaching experiences in light of theories and methods of teaching and learning introduced throughout the credential courses, content and performance standards, preparation for professional responsibility and enhanced work-lives, and support and guidance in securing teaching positions.

### **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.

### **Teacher Credential Candidates completing EDSS 581 will demonstrate:**

- knowledge of principles of developmentally appropriate pedagogy and content specific pedagogy.
- the ability to learn important details about a diverse group of learners and to plan instruction that is shaped by the students' specific characteristics and needs.
- effectively select and incorporate standards-based, developmentally appropriate content for a diverse group of students.
- effectively use standards-based, developmentally appropriate student assessment activities with a diverse group of students.
- ability to assess student learning and diagnose student needs based on their responses to the assessment activity.
- competency in designing standards-based lessons for a particular group of students together with the ability to:
  - implement lessons making appropriate use of class time and instructional resources,
  - meet the differing needs of diverse individuals within the class,
  - incorporate instructional techniques to optimize the learning experiences of ELL and special needs students,
  - manage instruction and student interactions,
  - assess student learning and needs during the lesson
  - critically analyze the lesson and appraise its strengths and weaknesses and act to effectively implement changes.
- a professional, collaborative relationship with peers, students, families, University supervisors, cooperating teachers and other school personnel when planning and working.
- an awareness of relevant district, state and federal laws pertaining to the education of diverse learners, and the impact of those laws in educational contexts.

### **TPE'S ADDRESSED IN EDSS 575 / 571 and EDSS 585 / 581:**

TPE 1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6B: Developmentally Appropriate Teaching Practices in Grades 4 - 8

TPE 6C: Developmentally Appropriate Teaching Practices in Grades 9 - 12

TPE 7: Teaching English Learners

TPE 8: Learning About Students

TPE 9: Instructional Planning

TPE 10: Instructional Time

TPE 11: Social Environment

TPE 12: Professional, Legal and Ethical Obligations

TPE 13: Professional Growth

### **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).

The nature of the field experience and associated seminars are such that the credential candidates have the opportunity to demonstrate their content knowledge and the ability to apply a wide variety of interconnected pedagogical understandings and skills that are described in all elements of the following Program Standards.

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

#### **Program Standards:**

Program Standard 3: Relationships Between Theory and Practice

Program Standard 4: Pedagogical Thought and Reflective Practice

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

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

Program Standard 7B: Single-Subject Reading, Writing and Related Language Instruction in English

**Program Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates**

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

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

Program Standard 11: Preparation to Use Educational Ideas and Research

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

Program Standard 13: Preparation to Teach English Learners

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

Program Standard 15: Learning to Teach Through Supervised Fieldwork

1. Elements Applicable to All Programs of Professional Teacher Preparation

2. Elements Applicable to a Program with Supervised Student Teaching:

**Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence**

**Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program**

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 the syllabus and the competencies covered in this course are highlighted.

**STANDARDS FOR SUCCESSFUL PARTICIPATION:**

All participants are expected to attend every session and participate in large and small group discussions. Participants are expected to be prepared for each session and to participate actively. All assessments / assignments must be handed in on the due date unless other arrangements have been made with the instructor. Assignments must be typed and double-spaced when appropriate.

You are expected to attend and participate in seminar. We will be engaging in discussions and activities in class that cannot be “made up” outside of class. If you cannot attend class you must send an email to the instructor prior to class. If you miss more than one meeting it will impact your grade as indicated below.

**Seminar Attendance Policy**

Due to the dynamic and interactive nature of courses in the Single Subject Credential Program, all students are expected to attend all classes. Participants who miss one meeting will be expected to complete a 2 page written assignment that pertains to the

content covered on the day of the missed session. Students missing more than one seminar will be in danger of receiving a grade of “no credit” and will have to repeat the seminar.

Two late arrivals or early departures from the seminar will be equivalent to an absence. Should the student have extenuating circumstances, s/he MUST contact the instructor as soon as possible via email and/or phone.

**GRADING POLICY:**

Grading for student teaching assignments and corresponding seminars is on a **Credit / No Credit** system. **Failure to complete any of the required course activities and assignments will result in a grade of “no credit” and the seminar must be repeated.**

**REQUIRED TEXTS:**

Handouts and readings will be distributed in class and/or posted on Blackboard.

**COURSE REQUIREMENTS AND STANDARDS ADDRESSED:**

Regular attendance	<b>Mandatory</b>
Active participation in seminar discussions	Standards 3, 4, 6, 11, 12
Community Documentary	Standards 4, 5, 6, 9, 10, 12, 13, 14
Videotaped lesson segment demonstration	Standards 3, 4, 6, 11, 12, 18
PACT	Standards 3, 4, 6, 11, 12, 18
Successful completion of CPR training (by the end of your credential program)	Standards 10,12
Completion of all required documentation	Standard 12
Professional Conduct and Disposition and in-class activities	Standards 3, 4, 5, 6, 7, 8B, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

**REQUIRED ASSIGNMENTS**

**Attendance is mandatory for all observations, teaching practice and seminars.**

**Field Placement:** Fieldwork is critical to your success as a teacher. Take every opportunity to be in classrooms - the times shown in the syllabus are minimum requirements. If possible, make arrangements with teachers to observe on additional days of the weeks, different age levels and during department and team planning sessions.

**(TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)**

**Seminar Participation:** Seminars will cover specific topics (see schedule below). Each person is responsible for contributing to the discussion about the topics and assigned readings and sharing personal student teaching experiences. Topics will be modified or added to reflect the issues and concerns raised by candidates.

**(TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)**

**Community Documentary:** Create a map of the community around your school, highlighting where students live, shop, play, read, eat, and more. What are the demographics of the area? What are the obstacles students face outside of school?

What opportunities are available in the area for student success? Address these and other issues of your own in a 5-6 slide PowerPoint “documentary” of the community and describe the impact your findings have on your ability to teach the students in this community. You will also submit a one-page summary of your presentation. **(TPEs 2, 4, 5, 7, 8, 9, 11)**

***Supporting a safe and healthy learning environment:*** During your field placement you should become familiar with the support systems that are provided at the district and school level to enable all students to reach their learning potential, to ensure schools are safe, secure and peaceful and that assist in creating and maintaining students physical and psychological health. You will seek out and compile an annotated list of local resources and personnel for your particular school that relate to drug/alcohol abuse, student health and learning support. **(TPEs 2, 8, 11, 12, 13)**

***Videotaped lesson segment:*** You will be called upon to observe and critique your own teaching performance. Videotaping enables you to examine behaviors that often go unnoticed, question the responses you make and the classroom dynamics you help create. The purpose is to find the strengths you bring and the improvements you could make to your teaching activity. You will share a 5-10 min. portion of video with the class taken from (at least) one full lesson of your choice that will provide a "snapshot" of your abilities as a teacher. This video segment may be used in your PACT submission. **(TPEs 1B, 2, 4, 5, 6B/C, 7, 10, 11, 13)**

***PACT:*** To be recommended for your single subject credential you must successfully complete a Teacher Performance Assessment (TPA). The Single Subject Teaching Credential Program at CSU Channel Islands participated in the Performance Assessment for California Teachers (PACT) consortium. Details regarding due dates of the PACT Teaching Event elements (Context, Planning, Instruction, Assessment, and Reflection) will be discussed in seminar. **(TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)**

***CPR training:*** You are required to demonstrate proficiency to provide CPR by the end of the credential program. **(TPEs 2, 13)**

### ***Documentation:***

\*\*All Single Subject Credential candidates will have one middle school and one high school teaching practice experience in schools that provide experience with diverse learner populations. You must observe a classroom during the **opening day** of the school year and have **a close of school year experience**. The forms for documenting these experiences are found in the Single Subject Program Handbook.

\*\*All students are required to show evidence of completion of the CSU Exit Survey. This survey is on-line and sponsored by the CSU Chancellor's Office. All data is confidential and available to program faculty to improve the program based upon student feedback. Details will be given in class.

\*\*All students are asked to complete a program evaluation survey at the midpoint and end of their credential program. This survey is used by program faculty to improve the program based upon student feedback.

#### TENTATIVE TOPICS AND SCHEDULE FOR EDSS 581

Date	Topic	Assignment Due
8/27	Introductions; expectations of the student teaching experience; introduction to the seminar sessions (TPEs 11, 12, 13)	
9/3	PACT Discussion and Planning; Seminar Topics	
9/10	TBD	
9/17	TBD	
9/24	TBD	
10/1	Community Context for Learning	Community Documentary
10/8	TBD & Dr. Adler	
10/15	Assuming increased teaching responsibilities— planning / organization; classroom management; maintaining a positive classroom climate.... “Tricks of the Trade” (TPEs 5, 6A, 6B, 9, 10, 11, 13)	
10/22	TBD	
10/29	Supporting English Language Learners; children with specific needs including more able learners; infusing technology. (TPEs 4, 7, 8, 9, 10, 11, 13)	
11/5	TBD	
11/12	TBD	
11/19	<i>Video sharing</i> (TPEs 1B, 2, 4, 5, 6B/C, 7, 10, 11, 13)	Videos Due
11/26	<i>Video sharing</i> (TPEs 1B, 2, 4, 5, 6B/C, 7, 10, 11, 13)	
12/3	<i>Video sharing</i> (TPEs 1B, 2, 4, 5, 6B/C, 7, 10, 11, 13)	
12/10 7-9pm	Summative reflection on the practical experience. Formal evaluation of seminar, teaching placement, cooperating teachers, CSUCI supervisors, and single subject program. (TPE 13)	PACT Due in Taskstream