

EDMS 522: LITERACY 1: MULTICULTURAL/MULTILINGUAL

Spring 2009 • Section 01
Monday, Thursday 8-11:50
Bell Tower 2684

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Ofc. Hours: 1/2 hour before and after each class and by appointment

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

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

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

Standard 1(d)

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

Standard 3(a)

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

Standard 3(b)

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

Standard 3(c)

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

Standard 3(d)

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

Standard 3(e)

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

Standard 4(a)

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

Standard 4(b)

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

Standard 4(c)

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

Standard 4(d)

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

Standard (4e)

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

Standard 5(a)

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

Standard 5(f)

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

Standard 7A(a)

Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

Standard 7A(b)

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

Standard 7A(c)

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

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

Standard 7A(d)

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

Standard 7A(e)

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

Standard 7A(f)

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

Standard 7A(g)

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

Standard 7A(h)

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

Standard 7A(i)

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

Standard 7A(j)

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

Standard 9(d)

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

Standard 9(e)

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

Standard 13(a)

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

Standard 13(b)

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

Standard 13(e)

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

Standard 13(f)

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

Standard 13(g)

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

Standard 14(d)

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

Standard 14(e)

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

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

This course is designed to help teachers seeking the Multiple Subjects Teaching Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis

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

Secondary Emphasis

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

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL

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

CSUCI MISSION STATEMENT

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

STUDENT LEARNING OUTCOMES

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

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

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

Demonstrate application of foundational models of teaching reading and writing in culturally and linguistically diverse elementary school classrooms which also include students with special needs.

Standard 3(a)(d)(e) 7A(a)(b)(c)(d)(e)(f)(g)(h)(i)(j); 13 (a); 14 (d)(e)

Compare and contrast how children learn to read, write and speak in 1st and 2nd language acquisition.

Standard 7A(a)(b)(c)(i)(ii)(iii)(iv); 7A(d)(e)(f)(g)(h)(i)(j); 13(a)

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

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

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

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

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

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

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

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

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

EDMS 522 COURSE REQUIREMENTS

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

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

ATTENDANCE POLICY: Due to the dynamic and interactive nature of courses in the Multiple Subject Teacher Credential Program, all students are expected to attend all classes. **Tardiness is not acceptable. Each absence will result in loss of a half a grade.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. Absence will still affect the final grade. **(ie the difference between an A and an A-.**

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

Grading Scale: A=95-100, A-=90-94
B+=87-89, B= 83-86, B-=80-83
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 after the due date will be reduced by one point per class session. Assignments must be type-written.

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

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

REQUIRED TEXTS:

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

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

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

Calkins, Lucy. *Units of Study for Primary Writing* (on reserve)

ASKEW \$5.00 available from me

Note: You will be asked to bring children's books to class some weeks.

The following book is listed but not required for this class. You may need it next semester.

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

RECOMMENDED TEXTS:

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

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

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

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

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

Class Assignments -	Points	Due
1. Readings and Responses (weekly)	20	Mondays
2. Multicultural Children's Lit Share: Book Box	10	Wk 3/Feb 2/5
3. Children's Book (language concept)	15	Wk 5/Feb16/19
4. Poetry Writing lesson Plan and Teaching	15	TBA
5. SOLOM report (part of case study)	5	Wk 6/Feb 26
6. Context for learning report (PACT)	5	Wk 7/Mar 5
7. Word Study (group project using Bear	10	Wks 5-8
8. Literacy Case Study	20	Wk 8/Mar 12,13
Total Points	100	

9. Basal analysis project (in class work)
10. Literacy through art and music (in class work)
11. You will be asked to bring in a children's book some Mondays.

Description of Assignments 1-10

- 1. Reading Responses** A specific response assignment focusing upon different reading comprehension strategies will be assigned each week with that week's reading. This should be brought to class on Monday of each week.
- 2. A Children's Book** You will create a simple children's book to be used as a model in working with language concepts with primary children. The concept development for this book will be done in class.

You can follow these steps:

1. Write text - narrative, poetry, informational , biography
Remember it is to be used as a model with children.
2. Divide up pages - There should be at least 12 pages (with art/text on both sides of the page)
3. Create art - you can use any media/and or technology
4. Create cover and design, include an author page

3. Multicultural Children's Literature Share: Book Box

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

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

4. Writing Lesson for Primary Writers

You will create a lesson plan for teaching descriptive writing through poetry and teach it to a small group of third grade students in Pleasant Valley.

You will read sections of Units of Study for Primary Writing by Lucy Calkins (on reserve) which shows teachers how to craft a yearlong writing curriculum for primary students. Presented sequentially, these units take children from oral and pictorial storytelling through emergent and into fluent writing. Each group will share a complete session from the series which includes the following components: connection, teaching, active engagement, link, conference, and sharing. You will use parts of this in your plan.

5. SOLOM Report

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

6. Word Study Presentation (Bear Chapters)

In groups you and your colleagues will select sections from *Words Their Way*

Related to a specific language learning concept and create a primary literacy center to share with the rest of the class.

7. Context for Learning (in placement-PACT format will be provided)

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

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

8. Literacy Case Study

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

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

**** Lesson Project (This is a classtime project.) You will only need to bring pages from the basal text.**

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

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

**** Literacy through Art and Music and Technology (These are class time weekly projects.)**

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

Students with disabilities needing accommodation should make requests to Disability 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.

Class Organization:

Each class period will be based on a problem-posing, listening, dialogue, action model. There will be input from various sources, discussion and connection with readings and active processing with a view to assignment problems. Content for each week will include reading process, writing process, language study and responses through art and technology. Each week you will process class content through creative writing, visual art media and technology

Literacy 1 EDMS 522, Spring 2009

Literacy for All in a Multi-cultural and Multilingual Society

Dr. Mary Kay Rummel

mary.rummel@csuci.edu

Tentative Class Outline – Lesson Plan Teaching dates TBA

Instructor: Dr. Mary Kay Rummel

Office Hours: For now, after class and by appointment.

Telephone: 805-643-1321 - home

Email: mary.rummel@csuci.edu

Class meeting time: Wed. 8-11:45

All assigned readings are due on Monday of the following week. Bring Tompkins, Zarillo, and Bear to all classes.

Week 1 Thursday Jan. 22

RICA 2

Topics:

Introduction, Overview, Multiliteracies, Home/School connections, Personal literacy history, A Balanced reading program, types of reading and writing

Readings/Assignments due next Monday

1. Read Tompkins, Ch. 1 and Ch. 2 and Zarillo, ch. 1 and 2

As you read Tompkins write personal connections on sticky notes

Also write important vocabulary

2. For Ch. 1 Response: For each of the 8 principles, write a personal connection (connect to self strategy) from your own literacy history in which you experienced or did not experience that kind of effective teaching. **Write your personal connections on sticky notes as you read and bring these to class. If you don't have sticky notes you can write them but sticky notes are much faster and easier. I will check these during class.**

3. Bring a list of vocabulary from your reading to class (It can be in sticky note form.) or a list with page numbers (with abbreviated definitions). We will work with these in class.

4. As you read Zarillo, use a highlighter to mark terms and definitions which you will need to know for the RICA.

5. Bring a children's book to class on Monday which would be good for doing shared reading. (You can sign out children's books from the library.)

****Week 2 Jan. 26/29**

Topics:

Reading Process, Writing Process, Emergent Literacy

RICA 3 Phonemic awareness

RICA 4 Concepts of print

RICA 11 Writing Development

Develop Ideas for Children's Book

For class: Thursday – have book chosen for book box/sign up for presentation next week

Thursday: Download Solom assessment from Blackboard

By Thursday, Week 3, have child chosen for case study

Readings and Responses Due next week (3):

For Monday, Download Context for Learning assignment from Blackboard

T- ch. 4, 6 - Responses: List vocabulary and page numbers

Responses: Ch. 6/ do three kinds of connections self, text, world sticky notes, class check

Ch. 4: Divide into two parts – word identification strategies and fluency

Do read and read again charts – to turn in

Zarillo, ch. 3,4 highlight terms and definitions or any other strategy that will help you remember

****Week 3 Feb 2/5**

Assignments Due this week: Book Box presentations. Sign up for Mon. or Thurs.

Thursday bring Context For Learning Download to Class

Have a start on ideas for Children's Book Writing assignment

Topics:

RICA 4 and 5 phonics

RICA 2 lesson planning

Instructional program for English Learners

RICA 1 Assessment: Running Record, Sight Words, Decoding and Comprehension, 3

types of Cueing Systems, Miscue Analysis

RICA 6 Spelling: Stages, Making Words

Writing development and assessment

Case Study Development

Readings Due next week (4):

T - ch. 3,5 For ch. 3 invent a graphic organizer for assessment content; For ch. 5 K-W-L

Z – ch 5,6 Highlight vocabulary and definitions

For Thursday next week download Reading Assessments for case study and bring to class

****For Monday, bring in a children's book which could be used for your case study student**

For retelling and comprehension assessment

****Week 4 Feb 9/12**

Topics:

RICA 7 Comprehension Strategies

Comprehension Strategies for EL's

Creative Drama

RICA 9 Independent Reading

Finish work on children's book in class

Readings due next week (5):

T – ch 9, 11 Create 4 different types of questions about content of each chapter to ask classmates. (Turn in a total of 8)

Z – ch 7,8 vocab. And definitions

Bear – chapters will be assigned in class/Sign up for presentation

Children's Book presentation sign up

****Week 5 Feb 16/19**

Assignments due:

Children's book presentation

For Thursday Have Lucy Calkins read on reserve and be ready to report on one Session which includes: connection, teaching, active engagement, link, conference and sharing

Reading and writing in different genres, Poetry,
Process Writing, planning for writing
Comprehension strategies
Literature circles

Readings due next week (6):

T - ch 12 Two column notes to be collected for 5 quotes

Z – 9, 10, 12

Bear presentations start on Monday week 6 according to sign up.

****Week 6 Feb 23/26**

Assignments Due:

Solom Report Due Monday or Thursday

Topics:

RICA 12 Vocabulary

Oral language, Second Language Acquisition Theory, creative dramatics,

EL Emergent Literacy

Lesson Planning/Teaching Writing to small group of third graders

Readings due next week (7):

T – 10 Choose response to be collected

Z – 13, 14

****Week 7 Mar 2/5**

**Assignments Due: Bring Writing Samples for Assessment
Context for Learning Paper Due Mar. 5**

Topics:

Thursday: Writing assessment for case study – bring sample written work

Or drawing by case study student

RICA 1 Unit Planning for Literacy Instruction,

Connecting Classrooms with Families and Communities,

English Learners and Literature Instruction

Case study development/Assessing Writing

No readings due for next week

Week 8 Mar 9/12

Assignments due:

Final Lesson Plan with evaluation turned in on Monday

Case studies – need to be turned in by Friday, March 12.

Topics:

RICA 9 Content area reading

RICA 12 Vocabulary

Group case study problems involving struggling readers and writers
application of teacher strategies

RICA 9 Structure of English Language, phonological and morphological
Sociolinguistics,
Library work on basal texts

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

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

MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Professor: Vicki A. Vierra

Office: Bell Tower East, Room 2782

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

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

Email: vvierra@vcoe.org (W) or Vicki.Vierra@csuci.edu

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

Class Meeting Place: Bell Tower 1726

Class Schedule:

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

Final: May 11

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

Electronic Resources are accessible on Blackboard

Course Description:

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

Students completing EDMS 526 will:

1. Acquire direct and guided experience of teaching and learning mathematics in California K-8 public school classrooms with special emphasis on mathematical reasoning and problem solving skills (TPEs 1A, 4, 5, 6 A/B, 9).
2. Discuss and describe theories and personal insight into the developmental stages of how mathematics understanding and learning is acquired by elementary and middle school students (TPEs 5, 8, 11).

3. Demonstrate an understanding of the mathematical content appropriate for individual students in inclusive, diverse K-8 classrooms through the design of learning activities (TPEs 4, 5, 7, 8).
4. Apply findings from current research in observing, designing and appraising the content and organization of mathematics programs of study (TPEs 1A, 4, 9, 10, 11).
5. Assess and meet the multiple needs, skills and talents of students in mathematics and take account of the special needs of English Language Learners and exceptional learners and allow for the multiple ways students demonstrate understanding and progress (TPEs 2, 3, 7, 8).
6. Design and deliver an effective standards-based K-8 program that draws from a repertoire of pedagogical techniques (TPE 1A, 4, 9, 10).
7. Collaborate with colleagues to select from and use state-adopted materials and other materials to design, evaluate and revise mathematics programs, units of study and learning activities for the diverse learners found in K-8 classrooms (TPE 1A, 4, 6A/B, 9, 13).
8. Locate, evaluate and effectively integrate digital technology and software resources throughout the mathematics curriculum to support the development of understanding (TPE 1A, 4, 5, 9).

REQUIRED TEXTS:

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

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

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

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

Supplemental Texts (optional):

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

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

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING.

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

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

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

University Mission Statement

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

"Opportunity-Collaboration-Integration-Community"

STUDENTS WITH SPECIAL NEEDS:

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

STANDARDS FOR SUCCESSFUL PARTICIPATION:

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

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

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

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

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

COURSE REQUIREMENTS AND STANDARDS ADDRESSED:

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

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

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

COURSE ASSIGNMENTS:

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

- 1. Readings, Discussions & Class Activities (25 Points)**
Each week there will be assigned readings. You need to be prepared to participate in class discussions and activities based on the specific readings. The readings may be from the required texts, reserve materials held in the CSUCI library or copies of articles distributed or made available electronically.
(TPEs 1A, 3, 4, 5, 9, 11)
- 2. Three (3) Classroom observational inquiries with reflections (25 Points)**
You are required to make **three detailed and reflective** observational inquiries in **mathematics** classes. These investigations of **3 components** affecting elementary math classrooms are based on your professional interactions with co-operating teachers and

elementary school-aged children. They should be a **synthesis** of your personal reactions to your work in classrooms, inquiry into the mathematical thinking of elementary children and reflection on the course readings and activities. These inquiries are more than a transcript of the classroom activities. They will help you explore:

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

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

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

- 1) **Number Sense** – using “Balanced Assessment” individual interviews and/or Skills Inventories
- 2) **Entry level / Diagnostic** assessment for a topic you will be teaching. Survey and summarize results for the entire class and then do an in depth analysis of two students’ responses. How will you adjust your instruction to meet these students’ needs? (TPEs 3, 8, 9)

4. Contribution to Peer Learning (30 Points)

Assignments given throughout the course are aimed at providing ideas and examples of instructional practice and materials found in local K-8 classrooms. The required products will be shared and discussed in class, e.g. a Number Sense game, website critiques, math literature connections, evaluation of math textbooks, etc. (TPEs 1A, 4, 5, 6A/B, 7)

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

Working with a partner, design a five-day math unit that addresses the *CA Math Framework* standards for a chosen grade level. The curriculum you plan must demonstrate your understanding of math content, the development of mathematical concepts, assessing and addressing the needs of diverse learners and appropriate teaching technologies, methods and organization for effective instruction. Follow the CSUCI formal lesson plan when designing your 50-60 mins. lessons. The unit you design will be shared during the final class (TPEs 1A, 2, 3, 4, 5, 6A/B, 7, 9, 10, 11)

6. Continuing Professional Development (15 Points)

There are local opportunities during the course to attend meetings, seminars, conferences and other mathematics professional development events to further your knowledge and

provide information, ideas and insights. It is expected that you will attend at least one such event and present a brief reflection on your experience, along with the materials you received. (TPEs 4, 13)

COLLECTING TASKS AND ASSIGNMENTS:

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

<p align="center">EDMS 526: Modern Methods in Mathematics Teaching Spring 2009</p>

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

4 Feb. 16	Developing Meanings for the Operations: Problem Types & Place Value	Planning a Powerful Program	Read: Chapters 10 & 12 Van de Walle, pp. 143-164 & 187-215 Share a number sense game or strategy with the class 2/23 or 3/2
5 Feb. 23	Strategies for Whole Number Computation & Estimation	Differentiating the Curriculum - Access for Diverse Learners	Read: Chapters 13 & 14 Van de Walle, pp. 216-258
6 Mar. 2	Fractions	Capturing Imaginations; Literature Connections & Mathematical Themes	Read: Article “Benchmarking Fractions”; Chapter 16 & 17 Van de Walle, pp. 293-332 Complete a number sense assessment , record & analyze results; submit Mar. 9 for feedback
7 Mar. 9 Mar. 10	Connections between Fractions, Decimals & Percents VCMC “March Measurement Mathness” mini-conference (optional)	Open problems & Investigations; Questioning Strategies; Effective Learning Environment 4-6 PM, VCOE Conference Center 5100 Adolfo Rd. Camarillo 93012	Read: Chapter 18 & 19 Van de Walle, pp. 333-373 Attendance & reflection fulfills Professional Development requirement, include flier, handouts & certificate of attendance
8 Mar. 16	Literacy in Mathematics; ELD Strategies – Access for All	Discovering, Developing & Enriching all Children’s Mathematical Abilities & Interests Providing Access for Diverse Learners	Read: Van de Walle Chapter 7, pp. 95-106; <i>CA Framework</i> Chapter 6 “Universal Access” pp. 228-239 See Technology Resources on Blackboard
9 Mar. 24	Spring Break	No class	Partners submit grade level and standard(s) for math unit by Apr. 6.
10 Mar. 30	Cesar Chavez holiday – no class Technology Tools for Deepening Understanding	Infusing & Managing Technology in the Math Program; Home-School Connection	Read: Chapter 8 Van de Walle, pp. 107-119 Write 3 critiques of technology resources, e.g. websites, software or tools.

11 Apr. 6	Logic & Algebraic Reasoning	Traits of Effective Math Teachers; Engaging with Mathematical Ideas in Every Lesson	Read: Chapter 15 Van de Walle, pp. 259-292; Complete an entry-level assessment, record & analyze results
12 Apr. 13	Patterns & Functions; Mathematical Reasoning	Scaffolding the Learning to Meet Students' Needs	Read: Chapter 22 Van de Walle, pp. 259-292
13 Apr. 20	Textbook Evaluation Geometry	Math Textbook Evaluation – Library VCOE 5100 Adolfo Rd. Camarillo 93012 Modeling Mathematical Ideas; Learner-Centered Instructional Strategies	Complete textbook rating form. Read: Chapter 21 Van de Walle, pp. 407-451; Distribute: Math Portfolio Checklist Submit Math Assignments Portfolio on Apr. 27 : Inquiry/observations, Student assessments, Professional Dev. reflection, Peer Learning, etc.
14 Apr. 27	Measurement	Designing Units of Study; Organizing & Sequencing Learning Opportunities	Read: Chapter 20 Van de Walle, pp. 374-406; <i>CA Framework</i> Chapter 4 "Instructional Strategies" pp. 202 – 219 Turn in Math Assignments Portfolio
15 May 4	Probability Course Evaluation	Games as Tools, Not Toys; Course evaluation & Final discussions	Read: Chapter 23 Van de Walle, pp. 475-491; Finalize math unit and prepare class presentations for 5/11
16 May 11 4:30-6:30	Final	Presentation: Math Units	Turn in final draft of Math Unit

Standard 11: Educational Policy and Perspectives

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

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

Standard 12: Educating Diverse Learners with Disabilities

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

Standard 17: Assessment, Curriculum and Instruction

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

Standard 19: Knowledge and Skills of Assessment in General Education

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

Standard 20: Curricular and Instructional Skills in General Education

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

Standard 21: General Education Field Experiences

Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that

provide multiple opportunities to interrelate theories and practices in general education settings.

Standard 23: Planning and Implementing Curriculum and Instruction

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

EDSS 540 Literacy in Secondary Schools
Fall 2008
SINGLE SUBJECT TEACHER CREDENTIAL PROGRAM
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Professor: Virginia Cotsis

Office: Bell Tower 2780

Telephone: cell (805) 340-9056; office (805) 437-1345; fax (805) 389-6478

E-mail: vcotsis@mac.com

Office Hours: M 3:30-4:30 or by appointment

Blackboard (BB): <http://csuci.blackboard.com>

Class Meeting Time: M 4:30 – 7:20 (08/26/08 – 12/08/08)

Location: Broome Library 1750

COURSE DESCRIPTION

Three hours lecture/discussion per week.

Prerequisite: Admission to the Single Subject Credential Program.

Co requisite: EDSS 570 (1-2 units): or EDSS 575

Secondary students will learn methods and techniques for reading, writing, language and literacy across the secondary curriculum including students with varied language backgrounds. Emphasis on how language and literacy issues and processes are crucial to successful student learning and successful teaching across contexts and content areas. This course addresses the special needs of proficient readers and adolescents who struggle as readers. Includes approaches and methods that are consistent with a comprehensive, systematic program, and are aligned with the state adopted academic content standards for students in English language arts and the reading/language arts framework. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

LEARNING OBJECTIVES FOR THE COURSE

Students who successfully complete this course will:

- Explain the challenges of working with assumptions (personal and systemic) that ascribe literacy “responsibility” to only a few content areas.
- Develop a growing awareness of the complexity of literacy acquisition and of defining literacy.
- Explain how context and culture affect literacy development.
- Develop reading and writing activities so that students of varied literacy backgrounds have access to a variety of texts.
- Use a wide variety of strategies to help students access content-area texts.
- Use Specially Designed Academic Instruction in English (SDAIE) and apply its strategies effectively & appropriately in designing lessons.
- Integrate literacy activities into content instruction to facilitate students’ learning content knowledge while at the same time growing as readers and writers.
- Develop methods for diagnosing students’ literacy skills in the context of their content area.
- Assess the appropriateness of reading materials for students in their content areas.

REQUIRED TEXTS AND WEBSITES:

1. *Content Area Reading and Writing, Second Edition* (2008). By Norman Unrau
ISBN:-13: 978-0-13-229854-4
2. Selected articles from various sources
3. ONE secondary content area textbook (your choice from English, math, science, social studies)

The following materials are available on Blackboard- External Links:

4. California Content area Standards <http://www.cde.ca.gov/be/st/ss/index.asp>
(California Content Standards K-12)
5. STAR CST Blueprints <http://www.cde.ca.gov/ta/tg/sr/blueprints.asp> (STAR CST Blueprints)
6. California Standards Test: Released items in specific grade and content areas
<http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp> (Released items from California Standards Test)
7. California Department of Education Reading List
<http://www.cde.ca.gov/ta/tg/sr/readinglist.asp> (California Reading List)
8. California Exit Exam (CAHSEE) Blueprints
<http://www.cde.ca.gov/ta/tg/hs/resources.asp>
9. *California English Language Development Test (CELDT)*
<http://www.cde.ca.gov/ta/tg/el/>
10. Lexile.com (textbook analysis) (book share)

RECOMMENDED READING

1. Bean, John C., Virginia Chappell, Alice M. Gillam. *Reading Rhetorically*
New York: Pearson Education, Inc. 2004. ISBN 0-321-16524-1
2. Diamond, Jared. *Guns, Germs, and Steel*, New York: W.W. Norton & Company, Inc.
1999, ISBN0-393-31755-2
3. Fisher, Doug. Nancy Frey, *Improving Adolescent Literacy*, New Jersey:
Pearson Education. 2004. ISBN 0-13-111348-8

Excerpts from the following materials are available on Blackboard- Course Assignments:

4. Moje, Elizabeth. *All the Stories We Have: Adolescents' Insights About Literacy and Learning in Secondary Schools* (2000). ISBN: 0-87207-264-9
5. Vacca, Richard T. *Content Area Reading*. (2002) ISBN: 0-321-08810-7

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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.

COURSE POLICIES AND PROCEDURES

1. Professionalism, Collegiality, Attendance, and Participation

In this class you will be expected to demonstrate that you are both a professional and a good colleague to your peers. You will do this through punctual and regular attendance as well as through a high level of engagement and participation. See "Course Assignments" for specifics.

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.

Submit your own work that has been specifically completed for this course. Work completed for other courses will be returned without credit. Also, be sure to cite your sources when referencing the work of others. Please see the instructor if you have

questions or concerns. Plagiarism includes the copying of lesson plans found on the Internet; again, be sure to cite any sources that have contributed to your work.

3. Late Work

All assignments should be submitted in class on the specified due date. In most cases, no late assignments will be accepted. Serious and compelling circumstances may be discussed with the instructor to determine arrangements for the submission of late work (email attachments, fax, drop box).

4. Grading Policy

Pluses and minuses will be utilized in this course. Grade breakdowns are as follows:

A = 93 – 100%	B- = 80 - 82	D+ = 67 – 69
A- = 90 - 92	C+ = 77 - 79	D = 61 – 66
B+ = 87 - 89	C = 73 – 76	D- = 59 – 60
B = 83 - 86	C- = 70 – 72	F = 58 or lower

Assignments, unless otherwise indicated, must be word processed, double-spaced, and have standard margins. Use of electronic spelling, grammar checking, and the University Writing Center is highly recommended. All referenced works must be cited using an APA format. It is expected that assignments will reflect university level composition and exposition. Grading criteria (i.e. rubrics, exemplars) will be provided.

STUDENTS WITH SPECIAL NEEDS

Students with disabilities needing accommodation should make requests to Disability Accommodation Services, Bell Tower, East Wing, Room 1803 (805) 437-8512. All requests for accommodation require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with the instructor.

CLASS ASSUMPTIONS/ STANDARDS FOR SUCCESSFUL PARTICIPATION

- Learning is constructed in different ways by different individuals. Consequently, multiple perspectives, voices and experiences will enrich attendance and participation. Discussion and activities cannot be “made up” outside of class.
- Preparation for discussion and in class activities includes active listening, generating thoughtful questions and responses related to assigned readings and assuming leadership and supportive roles in collaborative presentations.
- Punctuality, professionalism, and courtesy are essential. Arriving late or leaving early, cell phone interruptions, and “side bar” conversations distract from the learning process.

COURSE REQUIREMENTS

<i>Points</i>	<i>Assignment</i>
28	Attendance and active participation (14 meetings)
25	Literacy Autobiography

10	Book Share (1)
20	Precis (2 sources)
20	Lesson Kernel (1 mini-lesson)
20	Demonstration Lesson Kernel with reflection
25	Textbook Analysis
50	Mid term exam
<u>50</u>	Case Study/Final presentation
248	Total

ASSIGNMENTS

1) Attendance and active participation

14 classes @ maximum of 2 pts per class = 28 points

2 pts = Arrives on time and stays until the class is dismissed. Turns off cell phones and pagers or sets them to “vibrate” position. Is prepared for in-class activities that are not otherwise graded (completes readings for discussions, finishes assignments on time) and is a collegial participant (listens actively, offers supportive suggestions or ideas, asks relevant questions, leads activities when appropriate). Displays a positive attitude and a proactive approach to issues that arise.

1 pt = Arrives on time or close to it and stays for the complete class or close to it. Appears prepared for class activities but largely participates passively. Primarily takes a positive attitude and a proactive approach to issues that arise.

0 pts = May miss a considerable portion of class. Appears largely unprepared to participate in activities or discuss readings. Displays a negative attitude. Or, is absent (unless it is excused for serious and compelling reasons).

2) Literacy Autobiography (1)

25 points. In this essay, the candidate will describe and reflect on the acquisition and development of his/her literacy skills. Specific references from readings, discussions, and activities will be meaningfully integrated. Additional details and rubric will be provided. Essay should be approximately 2-3 pages in length.

3) Book Share (1)

10 points. Bring to class one expository text (e.g. book, essay, news article) that supports an essential standard in a specific grade level/content area. Prepare a typed, one page summary with the following information about each book:

- Subject
- Essential standard (Grade level/ Content Area)
- Title
- Author
- Illustrator
- Publisher
- Grade level(s)

- Lexile level
- Genre

Include recommended reading strategies for comprehension and/or extension activities. Additional commentary will show how this text meets the diverse needs and interests of secondary students.

4) Precis (2)

2 articles @10 pts = 20 points

The candidate will examine current research articles in reading, writing and oral language in a content area topic in cross-cultural classrooms using **two** print and/or electronic sources. For each source, the student will write a précis to be shared in class and also posted as an attachment on the Discussion Board. Copies of the article will be provided for peer and instructor review.

5) Lesson Kernel (1)

20 pts. The candidate will create one mini-lesson (Lesson Kernel) in one of four focus areas: **vocabulary, comprehension, metacognition, and writing**. A variety of instructional strategies will demonstrate awareness of multiple literacies and be used to teach two content area topics, one of which may be English Language Arts. These written lesson kernels will be shared in collaborative groups for peer review. One kernel will be selected for a demonstration lesson.

6) Demonstration Lesson (1)

20 points (individual or group) .The candidate will demonstrate one mini-lesson (Lesson Kernel) in a secondary content area that includes an instructional strategy recommended for use with diverse student populations. The lesson will be presented in class. The candidate will collect feedback from instructor, peers, and submit a reflective response.

7) Textbook Analysis (1)

25 points. In this essay, the candidate will analyze one secondary textbook in a core content area (i.e. English, Science, History/Social Science, Math) using various readability formulas. Additional details and a rubric will be provided. Essay should be approximately 2-3 pages in length.

8) Mid-term exam (1)

50 points. There will be one midterm exam based on reading from the texts, class lectures and discussion. The exams will incorporate theory and its relationship to effective classroom instruction in reading in cross-cultural classrooms. Occasional chapter review quizzes may be used to identify essential concepts and skills and to help candidates prepare for the mid term exam.

9) Case Study (4 entries) / Final Presentation

50 points. The candidate will identify 1 focus student with 1 alternate. (e.g. English language learner, GATE, 504) and write 4 reflections, each with a specific focus: observation (shadow report), progress monitoring (analysis of various student data), interview, and examination of student work. Candidates will present findings in a power

point presentation that includes essential observations, data, and specific recommendations to develop a student's literacy skills. A sample case study in a ppt format will be provided.

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

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

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

COURSE DESCRIPTION:

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

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

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

STANDARDS ALIGNMENT

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

Standard 3: Relationships Between Theory and Practice

Standard 3(a)

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

Standard 3(b)

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

Standard 11: Preparation to Use Educational Ideas and Research

Standard 11(a)

Child and Adolescent Development. Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research related to the

cognitive, linguistic, social, emotional and physical development of children and adolescents. In the program, each candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.

Standard 11(b)

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

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

Standard 12(a)

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

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

Standard 12(c)

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

Standard 12(e)

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

Standard 12(f)

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

The following CCTC program standards are infused across the Curriculum:

Standard 4: Pedagogical Thought and Reflective Practice

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

Standard 9: Using Computer-Based Technology in the Classroom

Standard 13: Preparation to Teach English Learners

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

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

This course is designed help students seeking the Multiple Subjects Credential to develop the skills, knowledge and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPEs are addressed in this course:

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

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

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

MISSION STATEMENT

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

STUDENT OUTCOMES

Students will be able to:

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

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

EDUC 510 LEARNING THEORY AND DEVELOPMENT COURSE REQUIREMENTS

PREREQUISITE

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

STANDARDS FOR SUCCESSFUL PARTICIPATION

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

ATTENDANCE POLICY

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

Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

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

SUBMISSION SCHEDULE

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

GRADING EMPHASIS

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

REQUIRED TEXTS:

Ormrod, J.E. (2008). Human learning, 5th ed.

Optional text:

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

SUMMARY OF CLASS ASSIGNMENTS

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

DESCRIPTION OF ASSIGNMENTS

- Two Lesson Plans (10 points each – total 20 points)**
Lesson plans will use the CSUCI format. Each plan will be based on a content standard, one on Language-Arts and the other on Mathematics. These will be submitted in typed format.
- Mocktail party (5 points)**

During the semester you will be asked to participate in one or more mocktail parties as discussed in class. There will be a question posed which you will be asked to respond to in one page or less.

3. Group presentation on Theorist – (10 points)

Depending on class size, this presentation may be done in groups or individually. Groups will present combined knowledge to rest of class. Use the internet, textbook or any other source. You can use visual presentations or experiments.

4. Paper on Theorist (15 points)

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

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

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

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

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

EDUC 510

Mtg	Topic		Readings and assignments
1/19	<ul style="list-style-type: none"> Syllabus Requirements California Learning to Teach System Teacher Performance Expectations What is Effective Teaching? 	<ul style="list-style-type: none"> How People Learn (Blackboard download) 	Chapter 1 No Class
1/26	<ul style="list-style-type: none"> Research contributes to the process of learning Continue effective teaching Begin lesson planning Objectives What are the requirements? 	Content Standards Lesson Planning	Chapter 2 Presentations: Bloom, Hunter
2/2	<ul style="list-style-type: none"> Universal Access Meeting the needs of all students Continue long and short term Planning 	Content Standards Lesson Planning	Chapter 3 Presentations: Behaviorism Blackboard reading: Mind Shifts Mocktail Party: philosophy of

	Behavioral views of learning		learning
2/9	<ul style="list-style-type: none"> Diversity Multicultural/multilingual Bilingual education Assessment of Learning Entry Level/Monitor/Summative Frameworks 	Differentiated Instruction,	Chapter 4 Presentations: Thorndike, Skinner First Lesson Plan due
2/16	<ul style="list-style-type: none"> Classroom management Programmed instruction Mastery learning 	Ability groups TPE, Planning	Chapter 5 Blackboard reading on Constructivism
2/23	<ul style="list-style-type: none"> Social cognitive theory Modeling Self-efficacy Self-regulations 		Chapter 6 Presentations: Bandura, Bruner, Chomsky Second lesson plan due
3/2	<ul style="list-style-type: none"> Cognition and memory Gestalt psychology Information processing 		Chapter 7 Presentations: Information Processing Theory
3/9	<ul style="list-style-type: none"> Memory storage Learning style inventory Multiple intelligences modalities 	LSI, MI, modality tests in blackboard	Chapter 8 Presentations: Gardner Blackboard reading on MI
3/16	<ul style="list-style-type: none"> types of knowledge schemes and scripts 		Chapter 9 Theory Paper due
3/23	<ul style="list-style-type: none"> memory retrieval 		Chapter 10 Spring Break
3/30	<ul style="list-style-type: none"> Developmental perspectives Erikson, Maslow, Piaget 		Chapter 11 Presentations: Piaget, Vygotsky No Class
4/6	Complex learning and cognitions <ul style="list-style-type: none"> Effective learning and study strategies 		Chapter 12 Presentations: metacognition, Self-regulated learning Mocktail?
4/13	<ul style="list-style-type: none"> Problem solving 	<ul style="list-style-type: none"> Application Practice using theory for lesson Philosophy of Learning Returned for Final Form 	Chapter 13
4/20	<ul style="list-style-type: none"> Social processes 	<ul style="list-style-type: none"> Work on final presentation 	Chapter 14 Presentations: Reciprocal Teaching, Cooperative learning
4/27	Presentations	<ul style="list-style-type: none"> Work on final presentation 	Chapter 15
5/4	Presentations		Final presentations

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

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

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

**TEACHER CREDENTIAL PROGRAMS
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

Professor: Dr. Mona Thompson

Office: BTE 2778

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

Telephone: (805) 437-8977

Email: mona.thompson@csuci.edu or al.mo@roadrunner.com. (quickest response)

Do not use the digital dropbox.

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

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

Location: Library 1750

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

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

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

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

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

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

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

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

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

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

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

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

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

Program Standard 11: Preparation to Use Educational Ideas and Research

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

Program Standard 13: Preparation to Teach English Learners

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

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

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

STUDENT LEARNING OUTCOMES

Students completing EDUC 512 will:

- Learn major concepts and principles regarding schooling in American society, with an emphasis on California, in social, historical, and contemporary contexts;

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

TPE'S ADDRESSED IN EDUC 512:

TPE 4: Making Content Accessible

TPE 7: Teaching English Learners

TPE 8: Instructional Technologies

TPE 10: Instructional Planning

TPE 15: Professional, Legal, and Ethical Obligations

Mission Statement

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

community college, provide opportunities for adult education and lifelong learning, and preserve and enhance the culture and environment of the region.
"Opportunity-Collaboration-Integration-Community"

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

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

ACADEMIC HONESTY AND INTEGRITY:

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

COURSE DESCRIPTION:

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

GRADING POLICY:

(See the CSUCI General Catalogue for University Grading Policies)

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

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

General Education Requirements: (C3b) This course fulfills the General Education requirement of Category C (Art, Literature, Languages, and Cultures). C3b Multicultural - “Three hours lecture/discussion per week. Principles of effectively teaching students from diverse language, historical, and cultural backgrounds are major components of this course. The course looks at the skills and abilities of learners as well as the community values that are reflected in the school. EDUC 512 focuses on the major cultural and ethnic groups. Attention is given to ways of recognizing and minimizing bias in the classroom and ways of creating an equitable classroom community that emphasizes the physical, social, emotional, and intellectual safety of all students. The course content includes study of gender bias, age bias, diverse students, families, schools, and communities. Each student will do a self-examination and reflection of his/her stated and implied beliefs, attitudes, and expectations related to these areas of diversity and implications for daily classroom practice.” See CSUCI Catalog

COURSE POLICIES - PROFESSIONALISM:

Attendance and Participation Requirements:

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

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

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

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

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

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

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

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

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

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

Paper Organization:

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

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

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

STUDENTS WITH SPECIAL NEEDS:

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

CLASS ASSUMPTIONS:

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

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

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

REQUIRED TEXTS:

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

RECOMMENDED TEXTS:

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

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

- Delpit, L.D. (1995). *Other People's Children: Cultural Conflict in the Classroom*. New York: The New Press.
- Foster, M. (1997). *Black Teachers on Teaching*. New York: New Press.
- Howard, Gary R. (Second Edition). *We Can't Teach What We Don't Know*. New York, NY: Teachers College Press. ISBN #0-8077-4665-7
- Jones, L., & Newman, L. (1997). *Our America*. New York: Schribner.
- Kozol, Jonathan. (1991). *Savage Inequalities*. New York: The Trumpet Club.
- Ladson-Billings, G. (1997). *The Dreamkeepers: Successful Teachers of African-American Children*.
- Paley, Vivian G. *White Teacher*. Cambridge, Mass: Harvard University Press
- Seierstad, Asne (2002). *The Bookseller of Kabul*. New York: Back Bay Books - Little, Brown and Company
- Tatum, Beverly Daniel. "Why Are All The Black Kids Sitting Together In The Cafeteria?". New York: Basic Books
- Urrea, L.A. (1993). *Across the Wire*. New York: Anchor Boo

ASSIGNMENT POINTS:

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

FINAL DAY LATE PAPERS WILL BE ACCEPTED APRIL 27, 2009

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

ASSIGNMENTS

1. **"My Final Answer" (MFA) (5 points each)** first section is to be prepared (typed) **prior to class**. The remaining sections are done entirely in class and are based on the assigned reading. These assignments cannot be made-up if you are absent from class. **(TPE's and Program Standards – All are addressed throughout the semester) Due : See class schedule**
2. **Personal Cultural Story (15 points). 1-3 pages.** This narrative will be a special story you have heard throughout your life that motivated you to go to college. The story can focus on your relationship with a specific family member or something that happened to you or a family member whose influence brought

you to where you are today. This story can be funny or serious but it must have an historical and cultural origin from your life experience/s. (TPE's 4 & 7) **Due: 2/2/09**

3. **Anthropological Depiction of a Community (20 points). Presentation.** As an educator, it is of the utmost importance that you know about the community in which your students reside. Working in small groups, you will research a pre-selected Ventura County community. Each group will look for answers to the following questions. You will be asked to present your information in class. Use of **multiple teaching strategies** that enhance your presentation will be considered when grading your work. A list of ideas will be discussed in class. You will be graded on the creativity of your presentation (NOTE: Power point is seldom used in today's public school classroom when teaching children).
- Who are the most influential members of "your" community (4-5) whose influence will impact you/your work as a teacher in the community? Explain why.
 - Where do members of the community congregate? In other words, is this a cohesive community or are there diverse groups and populations within the "community" - describe and clarify your thoughts as to why these group/s exist in your community and why they may or may not impact the local schools.
 - Is yours (1) a family community with a preponderance of young people and young children, (2) older and/or retired people, (3) highly educated or poorly educated, (4) native to the area or non-native, (5) employed or unemployed, (6) socially "identical" or socially diverse population? With this overview, determine which organizations are widely used in your community for the most predominant groups and explain why this information would be important for you to know as a teacher.
 - Where do young people go when they are not in school? Explain how the social and outside of school activities of school age young people may impact your classroom. Don't forget that schools may offer after school programs.
 - Other considerations such as community size, geographic location, ethnicity, employment level, education opportunities may be reflected in your classroom. After identifying the demographics of the community, explain why this information about your community is important from the perspective of a teacher.
 - What special services are available in your community where you might find help for a hungry family, homeless family, battered family, mentally distressed family (counseling services) etc.. (TPE's and Program Standards 5, 9, 13 and 11c, 13) **Due: 2/16, 2/23 and 3/2/ 2009)**
4. **Book Review (15 points) 3-5 pages.** Read one of the books from the list provided in this syllabus. After reading the book, prepare a written review and reflection/critique of your selection. **Don't forget to include your bibliographic information.**

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

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

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

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

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

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

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

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

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

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

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

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

Due: Paper Due: 4/27/09

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

EDUC 512 TENTATIVE COURSE AND ASSIGNMENT SCHEDULE

Spring 2009 (Monday)

WEEK/DATE	TOPIC/GUIDING QUESTIONS	Reading Due	Assignment Due
January 19 Week 1	NO CLASS – MARTIN LUTHER KING DAY		
January 26 Week 2	Class Introductions Syllabus Overview Discuss next week’s assignments Community groups assigned		
February 2 Week 3	Complete “My Final Answer” (MFA) worksheet (first section only before class)with team in class– Gollnick Chap. 1 Complete MFA (Same a Gollnick) after reading Nieto – Chap. 5 Community – Meet as time permits	<u>Multicultural Education – Gollnick</u> Chap. 1 <u>Affirming Diversity Culture, Identity & Learning</u> - Nieto Chap. 5	Personal Cultural Story 15 Pts MFA - Gollnick – Chap 1 and MFA – Nieto – Chap 5
February 9 Week 4	Library – Introduction to citation form and law cases Legal cases assigned	<u>Affirming Diversity</u> Nieto Chap 3 <u>Multicultural</u>	MFA – Nieto – Chap. 3 MFA – Gollnick Chap 3

	MFA - Nieto – Chap. 3 MFA – Gollnick – Chap 3 Community Group Meetings in class – as time permits	<u>Education</u> - Gollnick Chap. 3	
February 16 Week 5	Community (Anthropological) group presentations 1& 2 MFA – Spring – Chap.		Anthropological Depiction of Community Presentations 20 Pts. Collect \$10.00 for MOT - Correct Change please
February 23 Week 6	Community (Anthropological) group presentations 3 & 4 MFA Spring - Chap 2	<u>Deculturalization</u> Spring - Chap. 1	Anthropological Depiction of Community Presentations 20 Pts. MFA – Spring – Chap. 1
March 2 Week 7	Community (Anthropological) group presentations 5 & 6 Legal groups assemble packets and distribute to classmates	<u>Deculturalization</u> Spring – Chap. 2	Anthropological Depiction of Community Presentations 20 Pts Legal Packets Due 15 Pts.
March 9 Week 8	MFA – Spring – Chap 3 Legal Group “Round Robin” – Church and State and Discrimination and Free Speech Time limit/group 1 hr. 15 min	<u>Deculturalization</u> Spring - Chap. 3	MFA – Spring – Chap 3 “Round Robin” discussions – 15 pts.
March 16 Week 9	Legal Group Round Robin – Integration and Bilingual Time limit per group 1hr 15 min		“Round Robin” discussions – 15 pts.

March 23 Week 10	NO CLASS - SPRING BREAK		
March 30 Week 11	NO CLASS – UNIVERSITY		
April 6 Week 12	MFA – Spring – Chap, 5 <i>The Lemon Grove Incident – Video</i>	<u>Deculturalization</u> Spring – Chap 5	Legal Case Analysis Due 30 Pts. MFA – Spring – Chap. 5
April 13 Week 13	MFA - Spring – Chap 4 Film – <i>Paperclips</i> – Holocaust Remembrance – Children	<u>Deculturalization</u> Spring – Chap 4	MFA – Spring – Chap. 4 Book Review Due 15 Pts.
April 20 Week 14 ** Mon. April 20 th , Tues. April 21 st or Fri. April 24th	MOT – Questions to ask yourself and be responsive to in your MOT reflection What is happening today? Is there any relationship to what happened yesterday? What is my responsibility?		Mon. 12:30-3:30 Tues 1:40-4:40 Fri 12:00 – 3:00
April 27 Week 15	MFA – Spring – Chap. 6 MOT Debriefing Book Review Sharing	<u>Deculturalization</u> Spring – Chap. 6	MFA – Spring – Chap. 6 MOT Reflection Papers due – 20 Pts.
May 4 Week 15	Video – <i>Teach</i>		

QUESTIONS FOR LEGAL CASES ANALYSIS

Prepare a timeline of the cases.

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

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

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

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

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

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

LEGAL CASE STORY RUBRIC

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

ROUND ROBIN PRESENTATION RUBRIC- LEGAL CASE

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

CASES ANALYSIS - LEGAL PAPER

GRADING RUBRIC

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

MY FINAL ANSWER

Name _____ Class _____ Date _____

Textbook Title _____ Chap _____

Question: What were the highlights of the chapter?

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

We Pair:

Others Say:

I/We Conclude:

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

BOOK REVIEW RUBRIC

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

**EDUC 520: Observing and Guiding Behavior in
Multilingual/Multicultural and Inclusive Classrooms
Spring 2009**

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

Instructor: Monica Duran
Telephone (home): 383-1557
Email: monica.duran@csuci.edu
jmduran66@verizon.net
Office hours: At UPS – 7:30 – 8:00; 11:30 – 12:15/ Thursdays
Call to schedule appointment

Class Meeting Time: Thursday afternoons: 4:00 pm – 6:50 pm (Jan. 22 – May 14)

Location: Broome Library 1750

Students should be concurrently enrolled in EDUC 521.

REQUIRED TEXTS:

Weinstein, Carol S. and Andrew J. Mignano, Jr. (2007). Elementary Classroom Management (Fourth edition).

Other materials on Blackboard (ereserves), internet, and hand outs.

Extended syllabus available on Blackboard.

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.

Students who successfully complete this course will be able to:

1. Describe the difference between assessment and evaluation (TPE 2, TPE 3)
2. Describe the advantages and disadvantages of using a variety of assessments and assessment tools for evaluating student learning and student behavior (TPE 2, TPE 3)
3. Select, construct, and use a variety of assessment strategies (TPE 2, TPE 3)
4. Select and integrate appropriate technology into the assessment process
5. Identify, create, and use formal, informal, diagnostic, formative and summative assessments (TPE 3)
6. Observe, record, and assess the learning and behavior of elementary and middle school children as individuals and in small and large groups. (TPE 2, TPE 3)
7. Identify and implement appropriate classroom management strategies to promote a developmentally appropriate and culturally relevant positive learning environment (TPE 5; TPE 10, TPE 11)
8. Identify and use appropriate strategies to build relationships with children and their families (TPE 11)

- 9. Use service learning to enhance a teacher's classroom life
- 10. Use reflection as a tool for professional growth (TPE 13)

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 Student Teaching Handbook for a full listing of the elements.

- Standard 3: Relationships between Theory and Practice, 3A - 3C, 3E
- Standard 4: Pedagogical Thought and Reflective Practice, 4A, 4B, 4E
- Standard 5: Equity, Diversity and Access to the Core Curriculum, 5A - 5C, 5E, 5F
- Standard 6: Opportunities to Learn, Practice and Reflect on Teaching, 6A - 6C
- Standard 9: Using Computer-Based Technology in the Classroom, 9A, 9C - 9E, 9I
- Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning, 10A - 10E
- Standard 11: Preparation to Use Educational Ideas and Research, 11A, 11B
- Standard 12: Professional Perspectives toward Student Learning and the Teaching Profession, 12A, 12C, 12E
- Standard 13: Preparation to Teach English Learners, 13H
- Standard 14: Preparation to Teach Special Populations in the General Education Classroom, 14D, 14F
- Standard 19: Assessment of Candidate Performance, 19A

Teacher Performance Expectations addressed in EDUC 520

- TPE 2: Monitoring Student Learning during Instruction
- TPE 3: Interpretation and Use of Assessments
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 8: Learning about Students
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 13: Professional Growth

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.

University Mission Statement

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

COURSE POLICIES

1. Professionalism (Attendance and participation requirements):

As a future educator, you need to develop a professional attitude toward all aspects of teaching, including your teacher education courses. Therefore, you will be expected to attend class sessions – arriving on time and staying until the class is dismissed. Any combination of two tardies or early departures will count as an absence. If you know you will not be attending class, please notify the instructor by phone or email. One excused absence is allowed; absences beyond that will result in a lowering of the participation portion of your grade. You will also be expected to participate in discussions and activities during class. Class participation accounts for 5% of your final grade. **It is expected that students will bring textbook and all handouts to class every week.**

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. Late Work:

All assignments should be submitted in class on the specified due date (or earlier). Any assignment turned in past the due date may be placed in instructor’s mailbox at UPS@CSUCI or sent by email. Late work will receive consideration for partial credit - a reduction of 10% of the grade. Late work will only be accepted for a period of ONE week past the original due date. Late assignments may be submitted by email but a paper copy must be turned in at the next class meeting.

4. Grading Policy:

All assignments must be typed (10 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. Grades will be lowered on assignments with more than three errors.

GRADING SCALE

A	94 - 100	C	74 - 77
A-	90 - 93	C-	70 - 73
B+	88 - 89	D+	68 - 69
B	84 - 87	D	64 - 67
B-	80 - 83	D-	60 - 63
C+	78 - 79	F	59 or lower

ASSIGNMENTS:	Observations (3 total)	30%
	Anecdotal Observation	10%
	Coding Assessment	10%
	Power Point/Digital photos	5%
	Final project & presentation	30%
	Class participation	5%
	Quizzes	10%

ASSIGNMENT DESCRIPTIONS

Observations (3 total)

Specific guidelines will be given for each observation as the course content is covered. All observations, though, should include the context of the observations (subjects being taught, student groupings, time of day, etc.). These observations should be factual statements and should demonstrate understanding of the content covered in the course. Use of academic language (educational vocabulary) is expected.

Behavioral Observations (2 total)

Anecdotal/structured observation (student focused) and Coding assessment (teacher focused) assignment (oral presentation). Specific guidelines will be given for each assignment.

Power Point/ Digital Photos of classroom

Each student will take photos of their classroom (one of each wall and at least one of the room layout). Photos need to be presented to the class through a power point presentation. Be prepared to briefly share highlights of your classroom's layout in relation to the six functions of classroom setting.

Quizzes

Quizzes will assess your content knowledge of previously covered class content and material from class readings, as well as assessing your ability to apply and analyze the content in regard to your observations from your field experience.

Final Project

Information on the final project will be distributed at a later date. This assignment includes both an oral and a written component. The final project will also include your philosophy of teaching, which we will begin work on midway through the semester. You will be giving a short presentation of your final project at one of the last two class meetings. Portions of this assignment will have different due dates.

Note about 521 prompts

Prompts based on your 521 observation placement are turned in to (and graded by) your supervisor and will be reflected in the pass/fail grade for EDUC 521. They are not included in the grade for EDUC 520.

EDUC 520 – DURAN – SPRING 2009
TENTATIVE COURSE SCHEDULE

WEEK/DATE	TOPIC(S)	READING DUE	ASSIGNMENT DUE
Week 1 Jan. 22	Class Intro On site expectations Observation basics		
Week 2 Jan. 29	Student Population School site info	Text: Ch. 1 www.cde.ca.gov	
Week 3 Feb. 5	Classroom Arrangement	Text: Ch. 2 & 3	Pencil sketch of classroom
Week 4 Feb. 12	Classroom Arrangement		Digital photos of classroom presentation
Week 5 Feb. 19	Observing Students & Teachers	<u>Blackboard</u> : Bentzen & Reed	Observation: Who are your students?
Week 6 Feb. 26	Observing Students & Teachers	<u>Blackboard</u> : Forms for Structural . . . (pg. 1 only)	Observation: Classroom Arrangement
Week 7 March 5	Use of Time Discipline	Text: Ch. 6	
Week 8 March 12	Coding Assessments	Text: Ch. 8 & 9	Coding Assessment (oral)
Week 9 March 19	Use of Time Discipline	<u>Blackboard</u> : Wong (all) Purdy: Management	Observation: Use of time/ Routine
Week 10 April 2	Use of Time Discipline	Text: Ch. 4	Discipline Plan**
Week 11 April 9	Use of Time Discipline	Text: Ch. 11, 13 <u>Blackboard</u> : Clark & Purdy	Philosophy of Teaching**
Week 12 April 16	Parent letters Working with Families		Anecdotal behavior observation (or earlier)
Week 13 April 23	Working with Families	Text: Ch. 5	
Week 14 April 30	Final project presentations		<u>Projects due</u>
Week 15 May 7	Final project presentations		Projects due
Finals Week May 14	Meet only if necessary		

**portions of final that are due prior to the final project due date/ need to be submitted again with the final CSUCI Spring Break – March 23 – 27 (no class meeting, but 521 observation is required)

ENGL 475: LANGUAGE AND SOCIAL CONTEXT
Fall 2008

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

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

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

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

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

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

Student Outcomes:

Students completing this course will:

- Apply knowledge of both the development of a first language and the acquisition of subsequent ones; (Domain 1 – 1.2)
- Understand and describe the principal observable milestones in the development of a first language and the acquisition of subsequent ones; (Domain 1 – 1.2)
- Discuss second language acquisition theory and the role of the primary language in second language learning and literacy development; (Domain 1- 1.2)
- Demonstrate that they understand the range of issues related to the interaction of first languages and other languages; (Domain 1-1.2)
- Understand and use the major descriptions of developing literacy for English speakers and English Language Learners; (Domain 1 – 1.3)
- Apply knowledge of the implications that language development and differences have for the processes of learning to read and reading to learn; (Domain 1 – 1.4)

- Know and apply a range of assessment methods and instruments to the respective and interrelated developing abilities (aural/oral), speaking, reading (decoding and comprehension), vocabulary, and spelling conventions. (Domain 1 – 1.4)
- Recognize special features that may identify a pupil’s language development as exceptional distinguishing such features from interlanguage effects. (Domain 1-1.2; Standard 8 – 8.1; Standard 8 – 8.2).
- Use current and emerging technologies in efforts to increase their subject matter knowledge and understanding and understand the ethical and social issues related to technology. (Standard 9 – 9.2; Standard 9 – 9.4)

Mission Statement

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

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

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

STANDARDS FOR SUCCESSFUL PARTICIPATION:

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

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

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

Attendance Policy

Due to the dynamic and interactive nature of courses in the Multiple/Single Subject Credential Programs, all students are expected to attend all classes. At a minimum, students must attend more than 90% of class time, or it will impact your grade.

Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

COURSE DESCRIPTION:

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

GRADING POLICY:

(See the CSUCI General Catalogue for University Grading Policies)

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

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

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

REQUIRED TEXTS:

- The Crosscultural, Language, and Academic Development Handbook by Díaz-Rico and Weed, 2006 (3rd 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 (1st time = -2 points; 2nd = -5 points; 3rd 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 14th

Part Two Due Date: November 18th

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 21st

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 11th

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 18th

Final Draft- December 2nd

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

In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), cheat on tests and examinations, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course.

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

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

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

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

Course Outline

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

Language in Social Context – Fall 2008			
Class	Date	Topic	Readings/Assignments
#1	8/26	<ul style="list-style-type: none"> • Teambuilding: People Search Totem Poles • Hearing the Voices (Tea Party) • The State of the State 	<p>Excerpts from Olsen, Laurie-Crossing the Classroom Borders (in class activity and journal response #1)</p> <p>For 9/2: Read: West Ed summary of interim report on 227 (In Electronic Coursepack- Current Policies)</p> <p>Díaz-Rico, Weed Ch. 1 p. 2-30</p> <p>Journal response #2 (What’s your take?)</p>

#2	9/2	<ul style="list-style-type: none"> Theoretical Frameworks of L1 and L2 Acquisition, Five Hypotheses 	Cummins, Jim and Krashen, Stephen (in class review) For 9/9: Journal Response #3 (Define terms) Read: Díaz-Rico, Weed Ch.3 (p. 51-71)
#3	9/9	<ul style="list-style-type: none"> Review of Cummins/Krashen English Language oral/literacy development 	For 9/16: Read: Díaz-Rico, Weed Ch. 4 (74-101) Journal Response #4 (Revise definitions)
#4	9/16	<ul style="list-style-type: none"> Dimensions of Language- Cognitive and Contextual Demands From oral language development to literacy, models of instruction 	For 9/23: Read: Díaz-Rico, Weed Ch. 8 (206-229) Au, Kathryn Ch. 2 & 3 (20-54) Journal Response #5 Bring to next class: A copy of the Crawford article posted in Electronic Coursepack- Bilingualism: The Forgotten Legacy
#5	9/23	<ul style="list-style-type: none"> Bilingual Education- A Historical Context 	Crawford Article (In-class Jigsaw) For 9/30: Read: Díaz-Rico, Weed Ch. 6 (p. 141-158) Journal Response #6 (Finish the “L” in KWL) Read and Prepare <u>your</u> research article for next week Bring to next class: <ul style="list-style-type: none"> A copy of the other research study guides.
#6	9/30	<ul style="list-style-type: none"> Current Research on Language Minority issues- Jigsaw 	Ramirez (in class review) Collier/Thomas (in class review) Gándara (in class review) Hakuta (in class review) For 10/7: Journal Response #7 Read: Díaz-Rico, Weed Ch 12 (286-307) Au, Kathryn Ch. 1 (1-19) Ch. 8 (123-138) Bring to next class: <ul style="list-style-type: none"> Copy of Christensen article in Elec. Course Pack Copy of American Tongues discussion guide on Blackboard

#7	10/7	<ul style="list-style-type: none"> • Sociocultural Factors affecting L1 development Video: American Tongues • Teaching Standard English 	Christiansen, L. (in class article) Journal Response #8 (in class) Claim your internet site now! For 10/14: Bring to next class: <ul style="list-style-type: none"> • Intelligences Handout • SDAIE #1 Handout (Both on Blackboard) • Your Journal to turn in
#8	10/14	<ul style="list-style-type: none"> • Developing literacy for English speakers and English Language Learners (Gardener) • SDAIE, a first look... 	Journals Collected for Review Handouts Journal Response #9 & #10 (in class) Journal response #11 (Note to author) Read: Díaz-Rico, Weed Ch.5 (102- 137) E-mail to Erik your internet site summary this week. For 10/21: Internet Project Bring to next class: <ul style="list-style-type: none"> • Copy of Internet Directory (On Blackboard the day before class)
#9	10/21	<ul style="list-style-type: none"> • Presentations (Internet Resources) 	Handout of Internet Directory Internet Presentation/Write-Ups due (Attach Rubric to the write-up) For 10/28: Read: Díaz-Rico, Weed Ch 7 (174-203)
#10	10/28	<ul style="list-style-type: none"> • Calif. ELD vs. ELA Standards 	State ELD Standards Profiles (Handout) English Language Development Standards (Internet Access) For 11/4: Journal Response #11 Bring to next class (11/8): <ul style="list-style-type: none"> • Copy of CELDT Scoring Guide (In Blackboard)
#11	11/4	<ul style="list-style-type: none"> • Language Assessment-CELDT. 	CELDT Rubrics and student samples For 11/11: Language Assessment Write-up (Attach rubric to the write-up) Bring to next class: <ul style="list-style-type: none"> • SDAIE #2 Handout (On Blackboard)

#12	11/11	<ul style="list-style-type: none"> • Review of CELDT Assessment results • Engage, Instruct/Interact, Extend Instructional model-an introduction 	Handout-SDAIE #2 Journal Response #12 (in class) <u>Language Assessment Assignment Due</u> (Attach rubric to the write-up) <u>Journals (#2) Collected</u> For 11/18: Read: Díaz-Rico, Weed Ch 4 (74-101) Outcome Assessment Drafts Due Bring to next class: <ul style="list-style-type: none"> • Handout- SDAIE #2(From Previous class)
#13	11/18	<ul style="list-style-type: none"> • Models to encourage writing- an introduction • Outcome Assessments (In class Editing and Revision) Note: <u>No class on Nov. 25th</u>. Happy Thanksgiving!	Handout-SDAIE #2 Outcome Assessments Drafts Due For 12/2: Outcome Assessment Final Copy
#14	12/2	<ul style="list-style-type: none"> • Sharing of Outcome Assessments • 7 (or so)- Corners Review of our Learning (in class activity) 	Course Evaluations Due Outcome Assessment Final Copy Due
#15	12/9	• Finals Week	All work must be turned in by this date.

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Teacher Education Credential Program
Special Education and Psychology 345:
Individuals with Disability in Society
Spring 2009

Professor Information:

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

Course Information:

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

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

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

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

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

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

CONTENT STANDARDS ADDRESSED IN SPED 345:

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

Education Code Section 51210. The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

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

In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

Standard 4: Integrative Study

In one or more planned components of the program, each prospective multiple subject teacher systematically examines content-specific connections among two or more of the major subject areas that are commonly taught in grades K-8 by investigating their common or inter-related concepts, areas of concern, and methods of inquiry. In the integrative study component(s), the program highlights the underlying values and the higher-order research and thinking skills of the connected disciplines.

Mission Statement

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

"Opportunity-Collaboration-Integration-Community"

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

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

COURSE REQUIREMENTS and ASSIGNMENTS:

Reading Reactions (3)	15 points
Chapter Reviews (5)	15 points
Group Research Project and In Class Presentation	15 points
Participation	10 points
Exams: One	15 points
Two	15 points
Three	15 points

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. A printed, paper copy of all assignments must be submitted to the instructor in class on the due dates specified.

I. Reading Reactions. (15 Points, Five points each) (SM-Standard 4 Integrative study;

Standard Diverse Perspectives; PP-Standard 3 Relationships between Theories And Practice; Standard 4 Pedagogical Thought and Reflective Practice)

Reading reactions consist of 3 reflective writings on assigned readings. The reactions should be two pages double-spaced. Each reading reaction must answer the following:

1. What was the author's intent or purpose for the article/chapter?
2. What conclusions did the author(s) draw?
3. What facts/findings did the author(s) use to support the conclusion?
4. What did you learn from the article/chapter?

The three writings must be from the assigned readings stated on the course outline. ****Due at class meetings stated on the Class Outline.**
Papers submitted after the date stipulated on the course outline will have automatic point deductions.

II. Chapter Review (15 points, 3 points each) Students will be given questions from which to respond from five selected chapters from the text: *Exceptional Children: An introduction to special education.* ***Due the class meeting following the date assigned.***

III. Group Research Project and In Class Presentation (15 points)
(SM- Standard 4 Integrative study; Standard 8 Diverse Perspectives; PP- Standard 9 Using Computer-based Technology in the Classroom; Standard 12 Professional Perspectives; Standard 14 Preparation to Teach special Populations in the General Education Classroom; TPE 6A, 7, 8, 11, 12)

Class members will be organized into groups of three. Each group will conduct a research project that focuses on an area of special education of interest to the members of the team. The research can be on:

- 1. A specific disability that has not been a focus of class discussions.*
- 2. A specific methodology when working with a specific disability.*
- 3. The review of a book from the literature that deals with exceptionality.*
- 4. A panel discussion on current issues from the professional literature.*

The project must include references from a combination of web-based resources, journal articles and book references that were published within the past five years.

IV. Class Participation (10 points)

Students are expected to attend each class session. Only 1 class meeting missed is acceptable, or it will impact the final grade. **Two points** will be subtracted from the final grade for each unexcused absence from class. Should the student have extenuating circumstances such as a medical excuse, s/he should advise the professor before the class meeting by email.

Students are expected to have read the assigned weekly readings before each class meeting, be prepared for each session, and to participate actively in class activities and discussions.

IV. Exams: Each exam will focus on the information presented during class discussions and information contained within the readings from the text.

First Exam: The week of February 23, 2009

Second Exam: The week of March 30, 2009

Third Exam: The week of May 11, 2009

REQUIRED TEXT

Heward, W.L. (Ninth Edition). *Exceptional children: An introduction to special education*. Upper Saddle River, NJ: Prentice-Hall.

REQUIRED READINGS (Reading Reaction Papers)

The articles will be posted on Blackboard or at the library website. To obtain copies of the required readings go to Blackboard and click on Electronic Course pack. The selected reading will appear on the right, download and print the document.

2. Kalyanpur, M., & Harry, B. (1999). The Posture of Cultural Reciprocity. I. M. Kalyanpur & B. Harry (Eds.), *Culture in Special Education: Building Reciprocal Family-Professional Relationships* (pp.113-131). Baltimore: Paul H. Brookes Publishing Co.
3. Miller, N. B. (1994). Working with Professionals. In N. B. Miller (Ed.), *Nobody's Perfect: Living and Growing with Children Who Have Special Needs* (pp. 211-232). Baltimore: Paul H. Brookes Publishing Co.
4. Grandin, T. (1995). Thinking in Pictures and Other Reports from My Life with Autism (Chapter 5). New York: Vintage Books.

GRADING POLICY AND PROCEDURES

Students must complete the course requirements outlined in detail below. There are a total of 100 points that students may obtain for satisfactory completion of the course requirements.

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

IMPORTANT POLICIES

- Late assignments will cause automatic point deductions. In-class activities cannot be made up at a later date. If you are absent from class, it is your responsibility to check on announcements and assignments made while you were absent.
- Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are requested to inform the professor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practica may be made as requested and required to provide for equitable participation in the course. For information about the University's Disability Accommodation Office, contact 437-8528.
- All work that students submit as their own work must, in fact, be their work. For example, if a paper presents language taken from other sources – books, journals, web sites, people, etc. – must be cited. In accordance

with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Individual course assignments with plagiarized ideas or language will be graded “F”. Students are encouraged to consult with the professor on when and how to document sources.

CLASS ASSUMPTIONS

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

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

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

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

COURSE OUTLINE

<i>Sped/Psych 345: Individuals with Disability in Society, Spring 2009, Monday: 9:00 – 11:50 pm</i>			
Class	Date	Topic	Readings/Assignments
			It is expected that each reading assignment will be read prior to class on the week to which it is assigned.
1	Jan 26	Course Overview & Requirements, Special Education History & Purpose; IDEA and Spectrum of Disabilities	-Heward Chapter 1 Small Group Discussion I
2	Feb 2	Referral Process & Assessment DVD, “ <u>This Child Is Not Alone</u> ”	-Heward Chapter 2
3	Feb 9	NCLB and IDEA: A Side by Side Analysis”	
4	Feb 16	Funding of Special Education DVD: <u>OBSERVING CASSANDRA</u>	1 st Reading Reaction Paper Due -Kalyanpur & Harry, <u>Posture of Cultural Reciprocity</u>
5	Feb 23	FIRST EXAM	-Heward Chapter 5

		Specific Learning Disabilities Video: <u>Fat City Workshop</u>	In Class Article Review: Specific Learning Disabilities
6	Mar 2	Down Syndrome/Mental Retardation, Inclusion Programs DVD: <u>EDUCATING PETER</u>	-Heward Chapter 11
7	Mar 9	Hearing Loss , Video: “ <u>Sound & Fury</u> ” Select team members for Research Project And Sign up for oral presentation date	Chapter 9 2nd Reading Reaction Paper Due Miller, <u>Working With Professionals</u>
8	<u>Mar 16</u>	ADA, FERPA and Section 504	-Chapter 1, Pages 29-30, 33 and page 423
9	<u>MAR 23</u>	SPRING BREAK NO CLASS	SPRING BREAK NO CLASS
10	Mar 30	NO CLASSES, CAMPUS OPEN	
11	APR 6	Autism/: DVD- <u>Childhood Autism Rating Scale</u> SECOND EXAM	Chapter 7 In Class Article Review: Autism
12	Apr 13	Autism/Asperger Syndrome DVD <u>Straight Talk About Autism</u>	3rd Reading Reaction Paper Due -Grandin, <u>Thinking In Pictures, The Way of the World</u>
13	Apr 20	Emotional & Behavioral Disorders AB 3632 Mental Health/Education Responsibility	-Chapter 6,
14	Apr 27	Discipline of Special Education Students	
15	MAY 4	Hughes Bill (Behavior Analysis Assessment and Behavior Intervention Plans	In class Article Review: Behavioral Disorders
16	May 11	THIRD EXAM	

***Note: This syllabus and schedule are subject to change per the discretion of the instructor.**

Syllabus
Special Education (SPED) 541
Foundations of Special Education
Education Specialist Credential Program: Mild to Moderate Disabilities
California State University Channel Islands
Fall 2008

Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor.

Prerequisites: Sped 345, Eng 475, Educ 510, Educ 512

Instructor Information:

Fran Arner-Costello, M.A.
(805) 482-2353 (8:00 am - 5:00 pm, Mon- Fri)
fran.arner-costello@csuci.edu
Office hours: Thursday, 8:30 – 9:15 pm or by appointment
Office: Professional Building 105

Course Information:

Meeting times: Thursday, 6:30 – 8:20 pm
Classroom: Broome Library 1750
Units: 2

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"

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.

Content Standards Addressed in Special Education:

Content specifications for the subject matter requirements for the Education Specialist Credential: Mild to Moderate Disabilities are congruent and integrated across the following CTC core standards:

- Standard 10: Professional, legal and ethical practices
- Standard 11: Educational policy and perspectives
- Standard 15: Managing learning environments

Learning Assumptions:

The process of learning is an ongoing 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 gain insight and 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. Differences of opinion or viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn and grow together.

Course Description:

Ethical standards, professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families. Models, theories and practices that form the basis for special education practice. History of special education and contributions of culturally diverse groups. Development of professional perspective that reflects status of special education services in society.

Course Objectives:

Students completing this course will be able to:

1. Critically analyze ethical standards of special education practice.
2. Describe professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families.
3. Describe and critically analyze models, theories and practices that form the basis for special education teaching.
4. Analyze the history of special education and contributions of culturally diverse groups.
5. Develop a professional perspective of special education.

Required Texts and Materials:

- Yell, Mitchell L. (2006). *The Law and Special Education, (Second Edition)*, Upper Saddle River, NJ.: Pearson Education Inc.
- PowerPoint presentation containing notes and visuals to go with each week's lecture. These will be posted on Blackboard the night preceding each class, unless otherwise noted. It is the student's responsibility to access the PowerPoint notes, if desired. They will be posted on Blackboard under Course Documents.
- Blackboard- A few additional readings and resources will be posted. It is the student's responsibility to access the materials from the Blackboard and bring to class each week

To access Blackboard, go to the CSUCI webpage, and then to "My CSUCI." To access "Blackboard," your user name is your People Soft ID, and your password is your nine digit social security number.

- Materials from the Ventura County SELPA webpage. This page is located at www.venturacountyselpa.com. You are to access to the webpage and navigate to the resource that is noted. If you have a Ventura County SELPA Special Education Survival Guide (2006, 2007, 2008) you may access most of the forms and IEP pages from this book instead. You may use the instructions and examples that are given there.

Course Grades:

Grades reflect performance in all assigned areas. Grades will be given as follows:

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

The instructor will assign "+" and "-" grades as appropriate. Grades will be posted on Blackboard periodically during the semester. It is the student's responsibility to check the grades for accuracy and report any discrepancies before the final. Please keep copies of all graded work for future reference.

Course Requirements (Assignments):

✓ Attendance and participation	15 points
✓ Notebook with tabs	10 points
✓ Quiz on history and laws	15 points
✓ Measurable goals worksheet	10 points
✓ Philosophy of education	10 points
✓ Legally compliant IEP	30 points
✓ Final Exam	10 points

Course Assignments:

All assignments are due on the date indicated on the schedule. If an assignment is late as of the end of class, the grade automatically will be reduced one full grade. Nothing will be accepted after one week late. Assignments must be typed, double-spaced, standard margins (one inch), except the IEP, which can be handwritten. Please use a 12 point font.

It is expected that all assignments will reflect graduate-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/grammar check is encouraged. The University Writing Center is recommended for students who need extra help with the writing process.

All work that students submit as their own work must, in fact, be their own work, unless otherwise noted. If a paper presents ideas of others, it must clearly indicate the source. Word-for-word language taken from other sources must be in quotation marks and the source identified.

If you need help with writing, be sure to access the University Writing Center, located next door to the Java hut in the Bell Tower, M-Th 9:00 am- 7:00 pm or Friday 9 am- 2pm.

1. **Class attendance and participation** (CCTC Standards 12, 17, 20, 21, 23, 25)- 10 points

Students are expected to attend class each session. If there is one absence, it can be made up with no points deducted by submitting a one page written summary of the content for that class, based on the text and other written materials. The written summary is due on the class immediately following the missed class. Otherwise, five points will be deducted from your grade for each absence. For successful participation, students are expected to have read the assigned reading for each week, downloaded and brought to class any supplemental materials from SELPA website and/or Blackboard, and participate in discussions and group work.

2. Class Notebook organized with tabs and information filed as follows: (CCTC Standard 10) 10 points- Due Dec 11 (check in only- will be given back to you)

- Prereferral/Referral/IEP Meeting
- Eligibility
- Transition to Adult Life
- Annual Goals
- Special Education Services
- Accommodations/Modifications
- Least Restrictive Environment
- Special Education Services

3. Quiz on History and Laws (CCTC Standard 10)- 15 points- Take home Sept 18, due back Sept 25

Review of history of special education as well as statutory and precedent-setting case laws.

4. Measurable Goals worksheet (CCTC Standard 10)- 10 points- Take home Nov 6, due back Nov 13

5. Personal Philosophy of Special Education Statement (CCTC Standard 10, 11)- 10 points- Due Oct 16

This will be part of your portfolio and will be revised by you several times over the course of the program. Your paper should be one-two pages in length and should be typewritten and double-spaced.

This paper should describe your philosophical viewpoint about how your role in special education will contribute to the greater good in society. Cover specific goals that you hope to accomplish and your opinion on how those goals should be accomplished. In other words, describe how you would like the special education system to work, and ideas of how you can make that happen. Also include qualities or characteristics that you have that you feel will contribute to this.

The paper will be graded on the following rubric:

- ✓ Grammar and spelling- 10
- ✓ The paper covers your philosophy of special education- 10
- ✓ The paper describes your unique qualities that will contribute to your philosophy- 10
- ✓ Use of people first language- 20

6. Legally Compliant IEP (CCTC Standard 10)- 30 points- First Draft Due Nov 20, Final Draft, Dec 11

Students will be required to develop a legally compliant IEP, based on a fictitious student, aged 16- 17 years old with a specific learning disability.

The following components must be addressed. Handwritten or typed OK. If handwritten, make sure it is very legible.

You must use the Ventura County SELPA IEP forms unless you are working in another SELPA, in which case you need to speak to the instructor about using those forms.

Required elements include: (Underlined are the names of the Ventura County SELPA forms):

- Present Levels of Academic Achievement and Functional Performance (PLAAFP), including parent/student concerns and statement of how disability affects progress in core curriculum
- Specific Learning Disability Eligibility Summary
- Transition to Adult Life (TAL)
- Goals for all areas identified in the PLAAFP and TAL
- Accommodations and Modifications for classroom instruction as well as statewide standardized achievement testing
- Special Education and Related Services (on the Student Information and Services page)
- The following are all on the LRE page:
 - “Special factors”
 - Extended School Year
 - Supports needed for teacher and student
 - Overall description of school program (including general education)

6. **Final Examination** (CCTC 10, 11, 12)- 10 points- **Dec 11**

The exam will be a short answer, open book, open note exam. Students will be asked to apply theory and practice to issues of special education teaching learned in this course.

Note: You must use person- first language when referring to people with disabilities in order to receive full credit for written and oral assignments.

Students with Special Needs:

Cal State Channel Islands 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.

Academic Dishonesty

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of

academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."

6. The Academic Appeals Board shall consist of faculty and at least one student.

7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.

8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist: Mild/Moderate Disabilities Credential Program
Spring 2009

Special Education 542:
Managing Learning Environments

Instructor Information

Professor: Amy Stencler, M.A.
Office:
Office Hours: Thursday 6:30-7:30; or by appointment
Office Phone:
Email: amystencler@hotmail.com

Course Information

Meeting Days/Times: Thursdays 7:30 – 10:30 pm
Location: BT 2684
Units: 3 units

Prerequisites: Admission to the Education Specialist: Mild/Moderate Disabilities Credential Program

Course Description: This course is devoted to supporting and fostering positive behavioral supports, social membership, and quality of life for students with special needs. Specifically, this course will cover the functional assessment of behavior, communication styles, social skills models, and their impact on learning; laws, regulations, and ethical standards in the assessment and implementation of student behavior plans; strategies for promoting pro-social and self-regulatory behaviors in students; designing and implementing positive behavioral support plans; designing and implementing pro-social skills interventions; and considerations for culturally and linguistically responsive positive behavior support.

Course Objectives: *Upon successful completion of this course, students will be able to:*

1. Assess student behavior using functional assessment procedures.
2. Identify environmental changes that support positive student behaviors.
3. Identify communication styles of students and their impact on learning and behavior.
4. Define laws, regulations, and strategies for promoting positive and self-regulatory behavior in students.
5. Design and implement positive behavior support plans.
6. Design and implement pro-social skills interventions.

*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 communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Content Standards Addressed in Special Education 542: **Content specifications for the subject matter requirements for the Education Specialist: Mild/Moderate Disabilities Credential are congruent and integrated across the following CCTC core standards:**

Standard 10: Professional, Legal and Ethical Practices: Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

Standard 12: Educating Diverse Learners with Disabilities: Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

Standard 15: Managing Learning Environments: Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

Standard 17: Assessment, Curriculum, and Instruction: Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

Standard 21: General Education Field Experiences: Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.

Standard 22: Assessment and Evaluation of Students: Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students, and the outcomes of instruction.

Standard 23: Planning and Implementing Curriculum and Instruction: Each candidate demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations and instructional plans. The instructional plans are responsive to the unique needs of the student, general education settings and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.

Standard 24: Positive Behavior Support: Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessment.

Standard 25: Characteristics and Needs of Individuals with Mild to Moderate Disabilities: The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.

Mission Statement

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

Course Requirements

- | | |
|---|----------------|
| • Class Attendance and Participation | 20 points |
| • Online Activities (4 at 10 pts each) | 40 points |
| • Ecological Survey | 20 points |
| • Functional Assessment Interviews | 20 points |
| • Functional Assessment Data | 20 points |
| • Functional Behavior Assessment Report | 40 points |
| • Behavioral Support Plan | 40 points |
|
• TOTAL |
200 points |

General Course Expectations: All assignments are due on the dates indicated. No late work is accepted. Assignments must be typewritten/word processed, double-spaced, with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. A printed, paper copy of all assignments must be submitted to the instructor in class on the due dates specified.

1. Class Attendance and Participation (20 pts.)

Because of the dynamic nature of the program, students are expected to attend each class session. Only 1 class meeting missed is acceptable, or it will impact the final grade. Should the student have extenuating circumstances such as a medical excuse, s/he should advise the instructor before the class meeting.

Students are expected to attend all classes--arriving on time and staying until the class is dismissed. Students arriving after the classes 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.

For successful participation, students are expected to have read the assigned weekly readings before each class meeting, be prepared for each session, and to participate actively in class activities, discussions and actively use Blackboard. Discussion questions will be posted on the Blackboard to guide reading assignments.

Quizzes on class readings may be administered.

Other: Please turn off cell phones and pagers.

2. Online Activities (4 at 10 pts. each)

Online activities will take place electronically on the class blackboard and posted one week before due date. These activities will include reflections based on class discussions, as well as personal experiences as related to course readings. You will need to respond to the posted question and respond to one classmate's posting to receive full credit. You

should plan about 10-15 minutes for each reading reaction, and your posting should reflect this time.

3. Ecological Survey (20 pts.)

Conduct an ecological survey of a classroom to determine classroom management and routines (e.g., transitions, traffic flow, expectations). (Handout provided in class).

4. Functional Assessment Interviews (20 points)

Conduct 2 interviews with persons knowledgeable about the student with disabilities. Follow the format in the O'Neal et al. text. Provide an interview summary hypothesis using the form in the text.

5. Functional Assessment Observations (20 points)

Observe the student across three days using the data sheet in the O'Neal et al. text. Turn in your data along with a competing behavior model summary. Use your observation data and the interviews to complete the competing behavior model.

6. Functional Assessment Report (40 points)

Write a professional functional assessment report using data from the interviews and observations. Include an operationalized definition of the behaviors of concern, setting events if any, antecedents, maintaining consequences, and a competing behavior model. Further guidelines will be given in class.

7. Behavioral Support Plan (40 pts.)

Develop a positive behavioral support plan for the student that you conducted a functional behavioral assessment. Prepare a detailed, written plan with objectives, outcomes, and supports for implementing the behavioral support plan (see handout for details). Include a detailed social skills intervention plan on how to teach the replacement behavior (handout given in class).

Required Texts

Kauffman, J. M., Mostert, Trent, S. C., Hallahan, D. P. (2005). Managing Classroom behavior: A reflective case-based approach. Boston: Allyn & Bacon.

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., Sprague, J. R. (1997). Functional assessment and program development for problem behavior: A practice handbook. Pacific Grove, CA: Brookes/Cole Publishing Co.

Required Readings

Readings will be posted on the Blackboard website at least one week prior to discussion.

Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446, 108th Congress, Section 615.

Hughes Bill Questions & Answers. Source:
<http://www.csusm.edu/thousand/501hughesbill.html>

Department of Education Topical Brief on Discipline, effective July 1, 2005 (summary of IDEA 2004, not an interpretation of the Department).

Chadsey, J. & Gun Han, K. (2005). Friendship-facilitation strategies: What do students in middle school tell us? *Teaching Exceptional Children*, 38(2), 52-57.

Snell, M. E., & Janney, R. (2000). Social relationships and peer support: Teachers' guides to inclusive practices (Chapters 4). Baltimore: Paul H. Brookes Publishing Co.

Grading Policy and Procedures

Students must complete all of the course requirements outlined above. This course utilizes a "+/-" grading system. Grades will be determined based on the breakdown of the following corresponding percentages of total points earned. Decimals will be rounded using mathematical principles (e.g., 89.3 will be rounded to 89; and 89.7 to 90).

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 the Credential Program.

Course Policies

1. Academic honesty and integrity

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However,

if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."

The Academic Appeals Board shall consist of faculty and at least one student.

Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.

The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

2. Due dates

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

3. *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 APA format. 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.

4. Learners with Disabilities

Cal State Channel Islands 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.

Class Assumptions

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

Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor.

SPED 542 COURSE OUTLINE (dated 1/20/09)

Class	Date	Topic	Readings/Assignments
1	1/22	Course Overview & Requirements; Introduction	Each reading assignment must be read before coming to class on the week for which it is assigned.
2	1/29	The ecological context for managing learning environments: The big picture	-Kauffman et al. Chapters 1 and 2, and Chapter 4 pp. 69-76
3	2/5	Historical and policy context of behavioral supports Guest Speaker: Kaia Tollefson	- DOE Topical Briefing, and Hughes Bill - Chapter from Tollefson and Osborn's book
4	2/12	Principles of behavior Guest Speaker: Tiina Itkonen, PhD	-Kaufman et al. Chapter 3; and Chapter 4 pp. 53-68 ** Online Activity due
5	2/19	Functional assessment interview	-O'Neill et al. Chapter 1 and Chapter 2 pp. 9-35 ** Ecological survey due
6	2/26	Direct observation and functional assessment manipulations	-O'Neill et al. Chapter 2 pp. 35-64 **Online Activity Due
7	3/5	Developing behavioral support plans	-O'Neill et al. Chapter 3, pp. 65-68 ** Functional assessment interviews due
8	3/12	Competing behavior model	-O'Neill et al. Chapter 3, pp. 69-78 ***Functional assessment observations data due
9	3/19	<i>SPRING BREAK – NO CLASS</i>	
10	3/26	Writing assessment reports	Handouts and sample reports provided by instructor **Online Activity Due
11	4/2	Writing behavior support plans	-O'Neill et al. Chapter 4 ** Functional assessment report due
12	4/9	Peer supports Teaching social skills; Cultural & linguistic considerations	- <i>Course pack:</i> Chadsey et al. - Kauffman Chapter 6 - Snell & Janney Chapter
13	4/16	Behavior plan implementation: Collaborating with other professionals	- Kauffman et al. Chapter 7 ** Online Activity due
14	4/23	Crisis management	- Kauffman et al. Chapter 3 pp. 44-46
15	4/30	Promoting home-school collaboration for behavioral supports Guest Speaker: Jeffery L. Hayden M.A., BCBA	- Kauffman et al. Chapter 8 **Behavioral Support Plan Due

16	5/7	Course review	** Re-writes due
	5/14	<i>Final Examination Week</i> * syllabus and schedule are subject to change per the discretion of the instructor.	

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist Credential Program: Mild to Moderate Disabilities
Special Education 543
Educating Diverse Learners with Mild/Moderate Disabilities

Professor: Stephen Flores
Office Hours: Thursday 3:30-4:30 or by appointment
Office Phone: 805-570-7614 (cell)
Email: sbmijo@verizon.net

Class Meeting Time: Thursday 4:30 -7:20
Class Location: Broome Library 1350
Meeting Schedule: Meets Weekly

Prerequisites: Sped 345, Engl 475, Educ510, Educ 512
Co requisite: Sped 580/581

Course Description:

Educating Diverse Learners with Mild/Moderate Disabilities focuses on teaching methods for diverse students with mild/moderate disabilities. The purpose of the course is for students to learn how to teach students with disabilities in a general education setting and a special education setting. Students will also learn how to consult with other educators about specialized methodology for students with mild/moderate disabilities. Content includes the study of, specialized instruction and intervention techniques, classroom adaptations, differentiation of instruction, and data based teaching.

Course Objectives: *Upon successful completion of this course, students will be able to:*

1. Identify the characteristics and needs of individuals with mild to moderate disabilities
2. Demonstrate the use of environmental, curricula and instructional strategies to meet the needs of students with mild to moderate disabilities in self-contained special education and general education classes at elementary and secondary levels
3. Design and implement individual education plans that reflect appropriate cultural and linguistic sensitivity
4. Implement research-based practices
5. Design a plan for implementing interventions
6. Connect assessment data to instruction

Course Requirements

❖ Class Participation /Attendance/Reading	15 points
❖ Midterm	15 points
❖ Strategy Presentation	5 points
❖ Intervention Observation	5 points
❖ Reading Intervention Binder	35 points
❖ Math Portfolio Assessment	15 points
❖ Final	10 points

General Course Expectations: All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and

grammar checking is encouraged. A printed, paper copy of all assignments must be submitted to the instructor in class on the due dates specified.

Class Attendance and Participation

Students are expected to attend each class session. **Only 1 class meeting missed is acceptable**, or it will impact your final grade. Five points will be taken from your final grade for each unexcused absence from class. Should the student have extenuating circumstances such as a medical excuse, s/he should advise the instructor before the class meeting. Students are to arrive to class on time. Students will lose 1 point for late arrivals or early departures.

For successful participation, participants are expected to have read the assigned weekly readings before each class meeting, be prepared for each session, and to participate actively in class activities, discussions and use Blackboard.

If you must miss a class meeting, make arrangements with the professor prior to your absence to fulfill the assignments. Make-up assignment can be arranged during office hours, this will not be done over email.

Midterm and Final (CTC Standards 12, 17, 20, 23, 25)

A midterm and final will be given this semester. These tests will cover material from the readings and lecture. They will include short answer and/or essay questions.

Research-based Reading Intervention (CTC Standards 12, 17, 20, 22, 23, 25)

*****Signature assignment***

The research-based intervention will provide you with an opportunity to conduct a reading intervention based on research and use data based decision making to alter your instruction. The details for the assignment and final notebook will be handed out in class.

* CLAD 7A(a) (b) (c) (d) (e) (f)

Math Case Study

This assignment will prepare you to conduct a math intervention. You will not be actually conducting a math intervention, but collecting materials to do so. You will be given a math case study including assessment data; you will be expected to analyze this assessment, review research to learn about teaching strategies pertinent to this student and outlining a scope and sequence that you may cover in an intervention. Details will be provided in class.

Required Texts

Strickland, Kathleen (2005), What's after assessment? Follow-up Instruction for Phonics, Fluency, and Comprehension. Publisher: Heinemann

Moon, Jean and Schulman, Linda (2007), Finding the Connections—Linking Assessment, Instruction, and Curriculum in Elementary Mathematics. Publisher: Heinemann

Recommended Texts

Haager, Diane, Dimino, Joseph A., & Windmueller, Michelle P. (2007), Interventions for Reading Success. Publisher: Paul H. Brookes Publishing Co.

Consortium on Reading Excellence (CORE) (1999), Assessing Reading—Multiple Measures for kindergarten through eighth grade. Publisher: Arena Press

Grading Policy and Procedures

Students must complete all of the course requirements outlined above. There are a total of 100 points that may be obtained for satisfactory completion of the course requirements. +/- Grades will be given for students that are within 1 point of the next grade, for example 89 = B+.

A = 90 - 100 points D = 60 - 69 points
B = 80 - 89 points F = 50 - 59 points
C = 70 - 79 points

Important Policies

- Late assignments will not be accepted and in-class activities cannot be made up at a later date. If you must miss a class meeting, make arrangements during office hours with the professor prior to your absence to fulfill the assignments. The instructor is not responsible for providing you with information missed in class. You should plan to get information from a classmate or come to office hours. Class information and make up assignments will not be given over email.
- 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.
- Any form of scholastic dishonesty will result in an F and the CSUCI scholastic dishonesty policy will be followed. Scholastic dishonesty includes (but is not limited to): cheating on assignments or exams; and plagiarizing (misrepresenting as one's own work anything done by another individual).
- Email is to be used in a professional manner. Email communication will be considered in your participation grade.

Class Assumptions

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

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 communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Content Standards Addressed in Special Education: **Content specifications for the subject matter requirements for the Education Specialist Credential: Mild to Moderate Disabilities are congruent and integrated across the following CCTC core standards:**

Standard 12: Educating Diverse Learners with Disabilities

Standard 17: Assessment, Curriculum and Instruction

Standard 20: Curricular and Instructional Skills in General Education

Standard 23: Planning and Implementing Curriculum and Instruction

Mission Statement

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

"Opportunity-Collaboration-Integration-Community"

**Commitment to the Infusion of Competencies to Address
the Needs of All Children**

The Special Education Program Faculty is committed to infusing exceptionality, family, language, culture, technology, and gender competencies across the curricula. These competencies are drawn from the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC). These competencies are highlighted in the course requirements.

SPED 543 COURSE OUTLINE
SPRING 2009

(Subject to Change)

<u>Date</u>	<i>Topic</i>	<i>Readings/Assignments</i>	<i>Due Dates</i>
Week 1 01/22	<ul style="list-style-type: none"> • Course Overview • Introductions • Who is the Diverse SPED Student? 	*Each reading assignment must be read before coming to class on the week for which it is assigned.	
Week 2 01/29	<ul style="list-style-type: none"> • Review Syllabus • Reading Intervention Assignment • English Learner Identification Process in California 	<ul style="list-style-type: none"> • Practice Assessment Readings: Figueroa, Richard A.—Toward a New Model of Assessment Santamaría, Lorri Johnson, Fletcher, Todd V. & Bos, Candace S.—Effective Pedagogy for English Language Learners in Inclusive Classrooms	
Week 3 02/05	<ul style="list-style-type: none"> • English Learners in Special Education • Second Language Learners and Assessment • Writing Strategy Information 	<ul style="list-style-type: none"> • Practice Assessment Readings: Strickland—Chapter 1	
Week 4 02/12	<ul style="list-style-type: none"> • The Special Education Classroom • Schedules, Grades, Communication with 	<ul style="list-style-type: none"> • Practice Assessment Readings: Moon & Schulman—Chapters 1	Strategy Presentation Due

	Families		
Week 5 02/19	<ul style="list-style-type: none"> • Instructional Planning • How to Know What to Teach • Standards Pathways • Standards-based Goals and Objectives 	<ul style="list-style-type: none"> • Practice Assessment Readings: Moon & Schulman—Chapter 2 Strickland—Chapter 2	Bring Reading Intervention Binder to Class
Week 6 03/05	<ul style="list-style-type: none"> • Direct Instruction • Intervention Instruction • How Do You Determine Which is Appropriate? 	<ul style="list-style-type: none"> • Practice Assessment Readings: Moon & Schulman—Chapters 3 & 4	Bring Reading Intervention Binder to Class
Week 7 03/12	<ul style="list-style-type: none"> • Teaching Beginning Reading • Midterm Information 	<ul style="list-style-type: none"> • Practice Assessment Readings: Strickland—Chapter 3	Bring Reading Intervention Binder to Class
Week 8 03/19	<ul style="list-style-type: none"> • Teaching Reading Fluency 	<ul style="list-style-type: none"> • Practice Assessment Readings: Moon & Schulman—Chapter 5 Strickland—Chapter 5	Bring Reading Intervention Binder to Class Midterm Exam
03/26		SPRING BREAK	
Week 9 04/02	<ul style="list-style-type: none"> • Teaching Spelling • Teaching Advanced Phonics • Teaching Vocabulary • Math Case Study Information 	<ul style="list-style-type: none"> • Practice Assessment Readings: Moon & Schulman—Chapter 6	Bring Reading Intervention Binder to Class
Week 10 04/09	<ul style="list-style-type: none"> • Open-Ended Math Assessment • Documenting Student Learning 	Readings: Moon & Schulman—Chapters 7 Strickland—Chapter 4	Bring Reading Intervention Binder to Class

Week 11 04/16	<ul style="list-style-type: none"> Making Students Part of the Assessment Process 	Readings: Moon & Schulman—Chapters 8 & 9	Bring Reading Intervention Binder to Class Math Case Study Due
Week 12 04/23	<ul style="list-style-type: none"> Teaching Reading Comprehension 	Readings: Strickland—Chapters 6 & 7	
Week 13 04/30	<ul style="list-style-type: none"> Teaching Reading Comprehension 	Readings: Moon & Schulman—Chapter 10 Strickland—Chapter 8	Reading Intervention Binder Due
Week 14 05/07	<ul style="list-style-type: none"> Teaching Reading Comprehension Final Exam 		
Week 15 05/14	<ul style="list-style-type: none"> Student Teacher Gala 		

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist Credential Program: Mild to Moderate Disabilities

Special Education 544
Inclusionary Teaching Methods (2units)
Fall 2005

Professor: Jill Leafstedt, Ph.D.
Office Hours: Monday 3-5 or by appointment
Office: Bell Tower East 2846
Office Phone: 437-2792
Email: jill.leafstedt@csuci.edu

Class Meeting Time: Thursday 4:30-6:20
Meeting Schedule: Meets weekly
Meeting Location: Broome Library 1750
Prerequisites: Admission to the Education Specialist: Mild/Moderate Disabilities Level 1 Credential Program
Corequisites: SPED 570/571

Course Description:

This course prepares students to teach collaboratively with general education teachers. Exposes students to the pro's and con's of service delivery models used in schools for students with disabilities. Learn teaching techniques to use in an inclusive setting. Design and implement individual instructional plans that reflect an ability to work within a general education setting with students with disabilities.

Course Objectives: *Upon successful completion of this course, students will be able to:*

1. Compare and contrast the pro's and con's of various service delivery models for students with disabilities in resource programs
2. Describe the difference between core curriculum and intervention based curriculum
3. Identify the roles and responsibilities of a special education teacher working in the general education setting.
4. Demonstrate the use of curriculum modifications for students with disabilities in the general education classroom.
5. Demonstrate the ability to modify core curriculum textbooks for students with disabilities.
6. Collaborate with a general education teacher to develop adapted curricular materials.
7. Learn to write effective lesson plans

Curricular Focus Areas: Writing and Content Area Instruction

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 communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Standard 12: Educating Diverse Learners with Disabilities

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

Standard 20: Curricular and Instructional Skills in General Education

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

Standard 23: Planning and Implementing Curriculum and Instruction

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

Standard 25:

Characteristics and Needs of Individuals with Mild to Moderate Disabilities

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics.

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.

The Special Education Program Faculty is committed to infusing exceptionality, family, language, culture, technology, and gender competencies across the curricula. These competencies are drawn from the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

General Course Expectations: All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, with standard 1 inch margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

Course Requirements

I. Class Participation/ Attendance	25 pts
II. Reading Blog	50 pts
III. Lesson Plans (2)	30 pts
IV. Research Reviews (2)	70 pts
V. Curriculum Review	25 pts
Total	200 pts

1. Class Attendance and Participation (course objective 1, 3, 4, 5)

Students are expected to attend each class session. Only 1 class meeting missed is acceptable, or it will impact your final grade. Five points will be taken from your final grade for each unexcused absence from class. Should you have extenuating circumstances such as a medical excuse, advise the instructor before the class meeting. For successful participation, participants are expected to have read the assigned weekly readings before each class meeting, be prepared for each session, and to participate actively in class activities, discussions and actively use Blackboard.

2. Reading Blog (all course objectives) Each week you are to enter a reflection about the course reading on your personal blog on Blackboard. Your entry should not be a summary, but a look at how the reading impacts your teaching.

What did you learn, how are you going to use it, what further questions do you have etc. These entries will be read by the course instructor only. The instructor will comment sporadically throughout the semester. It is expected that some weeks your entry will be lengthy and other weeks it will be more brief. The instructor will comment if you need to submit more information.

*Minimum requirement: 15 entries

3. Lesson Plans (course objective 4, 5, 6, 7)

***Signature Assignment*

Each student will be required to submit two long form lesson plans that demonstrate your knowledge of writing a complete lesson plan. The lesson plans are given full credit or you are asked to redo the plan until it meets proficiency. Details for lesson plans presented in class. **Lesson plans will not be accepted late.**

4. Research-to-Practice (course objective 4, 5, 7)

***Signature Assignment*

Each student is expected to complete two Research-to-Practice notebooks. The notebook should contain a research article that is relevant to your teaching. The article should be reviewed. The technique should then be used in your teaching. Your notebook will include the following components:

1. Research Article: an article that investigates a teaching method or technique
2. Research Review should include:
 - a. Summary of article,
 - b. Ideas on how the research translates to teaching practice.
 - c. Lesson Plan that shows how the technique was used
 - d. Lesson Reflection: 3-5 page reflection on how research integrated into your teaching, include what went well, what didn't work, what you would do next time and any questions that arose during your implementation.
 - e. Notes from supervisor or cooperating teacher's observation of lesson. (5 extra credit points)

*See attached for additional details.

5. General Education Core Curriculum Review (course objective 2)

The curriculum review assignment is designed to introduce students to general education curriculum. Students will be required to locate and review a core general education curriculum from their student teaching placement. Students will identify the scope and sequence, the teaching methods, and how the curriculum is tied to the California state standards. Students will write a reflection about the curriculum about its usefulness for students with mild/moderate disabilities. Students will also choose one lesson from the curriculum and describe how they would modify or adapt the lesson to meet the needs of a struggling learner. If you do not have access to general education curriculums at

your school site, please review one at the CSUCI library or the VCSSSO resource center. See attached for details.

COURSE MATERIALS: This course will use web-based delivery of materials and resources. Student must have access to the internet and an active CSU Channel Islands' email account to be enrolled in this course. We will use BlackBoard for on-line class communication and discussions. You will need to be enrolled in BlackBoard for this course. Explore the site to understand how it works and contact the university's Office of Information Technology if you have questions about BlackBoard.

Required Texts

Haager & Klinger (2004). *Differentiating Instruction in Inclusive Classrooms: The Special Educator's Guide*. Allyn and Bacon

Graham & Harris (2005). *Writing Better Effective Strategies for Teaching Students with Learning Difficulties*. Baltimore, Maryland. Paul H. Brookes Publishing

Additional Readings Posted on Blackboard

Current Practice Alert- Direct Instruction

Current Practice Alert- Co-Teaching

Ortiz-Lienemann& Reid (2006). Self-regulated Strategy Development for Students with learning disabilities. *Teacher Education and Special Education*, (29)1, 3-11.

Grading Policy and Procedures

Students must complete all of the course requirements outlined above. There are a total of 200 points that may be obtained for satisfactory completion of the course requirements. +/- Grades will be given for students that are within 1 point of the next grade, for example 179 = B+.

A = 180-200 points	D = 120 - 139 points
B = 160 - 179 points	F = 0 - 119 points
C = 140 - 159 points	

Students must earn a "C+" of better in this course to be considered passing for the Credential Program. Grades of less than "C+" must be retaken for the Credential Program.

Important Policies

Late Assignments

Late assignments will not be accepted and in-class activities cannot be made up at a later date. If you must miss a class meeting, make arrangements with the professor **prior** to your absence to fulfill the assignments. Where noted exceptions will not be made.

Disabilities Statement

Cal State Channel Islands 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.

Academic Dishonesty

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged

- incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.
4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
 5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
 6. The Academic Appeals Board shall consist of faculty and at least one student.
 7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
 8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor.

SPED 544 Course Outline

Week		Topic	Reading	Activity	Assignments Due
8/28	1	Intro course and assignments Begin Blogs			
9/7	2	Lesson Planning	Haager & Klinger Chapter 1	Group Lesson Plan	
9/14	3	Characteristics of students with mild/moderate disabilities & Service Delivery	Haager & Klinger Chapter 2	Learning Disabilities Definition-RTI	Lesson Plan 1
9/21	4	The Teaching Cycle	Haager & Klinger Chapter 3	Library Time	
9/28	5	Instructional Approaches – Direct Instruction	1. Haager & Klinger Chapter 4 2. Direct Instruction- Current Practice Alert (on Blackbaord)		
10/5	6	Instructional Approaches-Strategy Instruction & Co-Teaching-	Self-Regulated Strategy Development for Students with Learning Disabilities (on Blackboard) Co-Teaching- Current Practice Alert (Blackboard)	Co-Teaching pro's and Con's	Lesson Plan 2
10/12	7	Accommodations & Adaptations	Haager and Klinger Chapter 9		

10/19	8	Accommodations and Adaptations-Universal Design	Using Universal Design to Unlock the Potential for Academic Achievement of At-Risk Learners	Modify assignment or test	
10/26	9	Strategy Instruction & Writing Instruction	1.Graham and Harris Chapter 1, 2 & 3	SRSD	
11/2	10	Writing Instruction	Graham and Harris Chapter 4-9		
11/9	11	Writing Instruction & Spelling	Graham and Harris Chapter 10-14		Research Reviews due
11/16	12	Writing Instruction & Vocabulary	Graham and Harris Chapter 15-17 Haager Chapter 7		
11/23	13	Thanksgiving			
11/30	14	Review	Case Study Evening		
12/7	15		Best Practice Night—Final Course Reflection and Demonstration of Learning	Group Work	Curriculum Review Due

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist Credential Program: Mild to Moderate Disabilities

Special Education 545
Assessment of Students with Disabilities

Professor: Dawn Witt
Office: BT 2778
Office Hours: Monday 11:30-2:30; Tuesday 2:30-4:30; and by appointment
Office Phone: 437-2743
Email: dawn.witt@csuci.edu
Class Meeting Time: Tuesday 4:30-7:20
Room: BT 1471

Prerequisites: Sped 541, Sped 542, Sped 543, Sped 570

Course Description: Assessment of Students with Disabilities focuses on the study of instruments and techniques used to assess developmental and educational progress. The purpose of the course is to enable the teacher trainee to use appropriate assessment procedures in order to contribute to eligibility, placement and curricular decisions for students who may need special education services. Content includes the study of instruments and techniques used to assess developmental and educational progress.

Course Objectives: *Upon successful completion of this course, students will be able to:*

1. **Identify basic principles, processes and strategies for assessment**
2. **Demonstrate the use of effective assessment techniques, tools and approaches to make educational decisions for individuals who have diverse abilities and are culturally, linguistically, ethnically, socio-economically and diverse in general education and special education settings.**
3. **Write assessment summaries and Individual Educational Plan documents based upon educational assessments**

*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 communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Content Standards Addressed in Special Education: Content specifications for the subject matter requirements for the Education Specialist Credential: Mild to Moderate Disabilities are congruent and integrated across the following CCTC core standards:

Standard 17: Assessment, Curriculum and Instruction

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

Standard 19: Knowledge and Skills of Assessment in General Education

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

Standard 22: Assessment and Evaluation of Students

Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriated for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced and appropriated to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, social/behavior performances based, social, communication, vocational and community life skills, needs of students and the outcomes of instruction.

Standard 25: Characteristics and Needs of Individuals with Mild to Moderate Disabilities

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.

Mission Statement

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"Opportunity-Collaboration-Integration-Community"

Commitment to the Infusion of Competencies to Address the Needs of All Children

The Special Education Program Faculty is committed to infusing exceptionality, family, language, culture, technology, and gender competencies across the curricula. These competencies are drawn from the standards established by the national Council for Exceptional Children (CEC) and the California Commission

on Teacher Credentialing (CCTC). These competencies are highlighted in the course requirements.

Course Requirements

▪ Participation/Attendance	15 points
▪ Standardized Assessment Administration	10 points
▪ Report legal/ethical guidelines	15 points
▪ Assessment Report	20 points
▪ Curriculum Based Assessment Report	20 points
▪ Test Review	10 points
▪ Poster Presentation	10 points

General Course Expectations: All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. A printed, paper copy of all assignments must be submitted to the instructor in class on the due dates specified.

I. Class Attendance and Participation

Students are expected to attend each class session. Only 1 class meeting missed is acceptable, or it will impact your final grade. Five points will be taken from your final grade for each absence from class (2 points for rare excused absences which are discussed with me ahead of time). Should the student have extenuating circumstances such as a medical excuse, s/he should advise the instructor before the class meeting. Students who are tardy by 15 minutes or less will lose 1 point/ tardy. Students who are better than 15 minutes tardy will lose 2 points.

For successful participation, participants are expected to have read the assigned weekly readings before each class meeting, be prepared for each session, and to participate actively in class activities and discussions.

Every week someone will lead a class discussion about the reading assigned for that week.

II. Standardized Assessment Administration

You will be required to administer the Woodcock-Johnson III Test of Achievement to another individual. This can be a friend, volunteer, or student. You will need to obtain written permission to assess this individual & include a copy of this permission form in your final report. You will turn in the WJ protocol. Turn in one completed protocol (Tests 1, 2, 5-11, 13, 16, 17). Turn in one Compuscore printout. Write a brief summary (2-3 pages) identifying five key findings from the test administration (see Suggestions for Summary handout),

and list five questions that the test administration (tests results and qualitative observations) has raised in your mind.

Suggestions for WJ-III Summary
(2-3 pages)

- I. Date, time, and place where assessment took place
- II. Background information of examinee
- III. Observations made during assessment
- IV. Assessment administered
- V. Brief discussion of five findings (these findings could include some of the following):
 1. What appears to be a relative strength?
 2. What appears to be a relative weakness?
- VI. Questions you have about your results (list five questions regarding your results, information that was confusing, information that was lacking, etc.).

III. Report on legal and ethical issues in assessment (CTC standard 19, 22)

This paper will be a review of state, federal and local policies regarding assessment of students with differences. Students will review federal and state laws and regulations relating to the assessment process for special education students. The next step is to interview a local school psychologist, bilingual educator or sped teacher about district policies around assessment. The paper should be a comparative essay about the three levels of assessment policy, be sure to include similarities, differences and recommendations for changes at the local level.

IV. Assessment Report (CTC standards 17, 19, 22, 25)

The assessment report will be a final report written on a particular student you have chosen to focus on. The Assessment Report should summarize background information (child background, reason for referral, etc.), results of current assessments, conclusions, recommendations for instruction and sample IEP goals and objectives. Please include the students assessment protocols and notes as an appendix to the report. Appendices: Assessment Plan, 2 informal assessments (i.e. review of school records, classroom observation), a norm references test of school performance across reading, math, written language and oral language, and a classroom behavior assessment.

V. Curriculum Based Measurement Report (CTC standards 17, 19, 22)

Collect data from a small group of 3-4 students, 3 times each. Include at least one English Learner (when possible) and make sure students fall within a similar ability range. Use the same reading probe for each student. Make a bar graph illustrating the aimline of each individual. Write a final report detailing 1) An analysis of probes for each student including instructional decisions you would make for each student based on the results 2) comments on how you will

integrate curriculum based measures into a classroom both general ed and special ed. few paragraphs indicating your conclusions, 3) general reflection on the process of conducting CBM with different students. (I will provide a detailed outline for this assignment.).

VI. Test review

Facilitate the classroom discussion of a standardized administration as discussed in class.

VI. Poster Presentation

Required Texts

Hosp, K., Hosp, J., & Howell, K. (2007). *The ABCs of CBM*. New York: Guilford.

Mather, Wendling, & Woodcock. (2001- if there's a newer edition, choose that). *essentials of WJIII tests of achievement assessment*. Wiley.

Spinelli, C. (2006). *Classroom assessment for students in special and general education*.

Required Readings

Grading Policy and Procedures

Students must complete all of the course requirements outlined above. There are a total of 100 points that may be obtained for satisfactory completion of the course requirements. +/- Grades will be given for students that are within 1 point of the next grade, for example 89 = B+.

A = 90 - 100 points D = 60 - 69 points
B = 80 - 89 points F = 50 - 59 points
C = 70 - 79 points

Important Policies

- Late assignments will not be accepted and in-class activities cannot be made up at a later date. If you must miss a class meeting, make arrangements with the professor prior to your absence to fulfill the assignments.
- 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.
- Any form of scholastic dishonesty will result in an F and the CSUCI scholastic dishonesty policy will be followed. Scholastic dishonesty includes (but is not limited to): cheating on assignments or exams; and plagiarizing (misrepresenting as one's own work anything done by another individual).

Class Assumptions

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

SPED 545 COURSE OUTLINE

Week	Topic	Readings	What's Due
1/20	Course Overview & Requirements Introduction to the assessment process	Each reading assignment must be read before coming to class on the week for which it is assigned.	
1/27	Special Education Assessment, Identification of disabilities through assessment, & the Assessment Process Standardized assessments :WJIII	Essentials of WJIII Chapters 1&2 Classroom Assessments Chapter 2	One page type written explanation of your districts assessment policy submitted via blackboard
2/3	Types of Assessment, Standardized Assessments (<i>Woodcock Johnson III Reading & Written Language</i>) Informal assessments	Essentials of WJIII Chapters 3&4 Classroom Assessments Chapter 3	
2/10	<i>Woodcock Johnson III (math & scoring/compuscore)</i> Accountability, accommodations, alternate assessment	Essentials of WJIII Chapters 5-7 Classroom Assessments Chapter 4	WJIII Protocol Due
2/17	Other Standardized Assessments (<i>WRAT, PIAT, WIAT</i>), Standardized Assessment Accommodations Gathering assessment data	Classroom Assessments Chapter 5	Standardized Assessment Report Due (WJ or WIAT)
2/24	Informal Assessment Overview (<i>Brigance & Cumulative Record Review</i>) Oral and English Language Learner assessments	Classroom Assessments Chapter 6 ABC/CBM Chapter 1&2	
3/3	Informal Assessment –Reading &	Classroom Assessments Chapter 7	Assessment Report due

	Writing (<i>Curriculum Based Measurement</i>) Reading Assessments	ABC/CBM Chapters 3&4	
3/10	Informal Assessment – Written Language Arts(<i>Curriculum Based Measurement</i>)	Classroom Assessments Chapter 8 ABC/CBM Chapter 5&6	
3/17	CBMs Mathematical assessments	Classroom Assessments Chapter 7 ABC/CBM Chapter 7	
3/24	Behavior Assessment/Observation (<i>BASC., B.O.S.S., Vineland</i>) Content area assessment	Classroom Assessments Chapter 10 ABC/CBM Chapter 8	Spring Break
3/31	Social-Emotional Assessments (<i>Draw a Person, BASC, Social Skills Rating System</i>)	Articles posted in blackboard and identified as CBM folder	Cesar Chavez Holiday
4/7	Data-Based Teaching Evidence Based Practice		CBM due
4/14	Learning Aptitude- Cognitive Assessment (<i>WJ, UNIT, WIAT</i>)		
4/21	Performance Based Assessments		
4/27	Course Review		Performance Based Assessment Due (note that this is a program completion requirement)

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist: Mild/Moderate Disabilities Level I Credential Program
Fall 2007

Special Education 546: Consultation and Communication with Families and Professionals

Instructor Information:

Instructor: Dr. Jarice Butterfield, Ph.D.
Office: Bell Tower Room #2780 Bell Tower East
Phone: (805) 368-2132
Office Hours: Tuesdays 4:00 - 4:30 & 7:30–8:30pm or by appt.
Email: Jarice.butterfield@csuci.edu or bjarice@aol.com

Course Information:

Meeting Days/Times: Tuesdays, 4:30-7:20 p.m.
Location: Bell Tower Room 1688
Units: 3 units

Prerequisites: Admission to the Education Specialist: Mild/Moderate Disabilities Level I Credential Program. **Corequisites:** SPED 562 or SPED 570

Course Description: This course is devoted to students, families, professionals, and exceptionality. Broadly, this course is designed to provide students with an understanding of: a) historical and contemporary issues for families at risk or with disabilities; b) the diversity of family systems and the role of families with disabilities in the educational process; c) the contexts and strategies for effective family-professional collaboration; and d) cultural and linguistic implications for consultation and communication with families and professionals; e) strategies for effective SPED / regular education collaboration and team teaching. Specifically, strategies are taught for effectively collaborating, communicating and working in partnership with individuals with disabilities and their families and the interdisciplinary professionals who serve them, as well as strategies for professional teaming. In addition, transition planning across the life span for families with disabilities is presented.

Course Objectives: *Upon successful completion of this course, students will be able to:*

7. Describe the characteristics, variations and systems for families with disabilities across the life span.
8. Illustrate roles, responsibilities, complexities, and reciprocal influences of families and professionals in the special education process.
9. Explain and apply techniques and skills used in individual and group process facilitation, problem solving, decision-making, collaboration, communication and team-building in order to effectively work in partnership with families and professionals in the special education process.
10. Describe professional best practices that are sensitive and empowering to diverse students and their families when developing and implementing individualized special education services for learners with special needs.
11. Explain and describe professional collaborative models for ensuring successful inclusion of students with disabilities in general education classrooms.

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 communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC). These standards are highlighted in the course requirements.

Content Standards Addressed in Special Education 546: Content specifications for the subject matter requirements for the Education Specialist: Mild/Moderate Disabilities Level I Credential are congruent and integrated across the following CCTC core standards:

Standard 10: Professional, Legal and Ethical Practices:

Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

Standard 12: Educating Diverse Learners with Disabilities:

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

Standard 16: Effective Communication and Collaborative Partnerships:

Each candidate demonstrates the ability to collaborate and communicate effectively with: (1) individuals with disabilities and their parents, other family members and primary caregivers, (2) school administrators, general and special education teachers, specialists, paraprofessionals, and (3) community agency and related service personnel. The candidate works in partnership to design, implement, and evaluate integrated services that reflect transitional stages across the life span for all learners.

Standard 22: Assessment and Evaluation of Students:

Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments

and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students, and the outcomes of instruction.

Course Requirements

•Class Attendance and Participation	10 points
•Reading Reactions (4)	20 points
•IEP Observational Analysis	10 points
•Research Project & Presentation	40 points
•Outcome Assessment (final)	<u>20 points</u>
Total Points	100 points

Course Requirements and Assignments

Course information will be disseminated via Blackboard <http://csuci.blackboard.com> and e-mail on a regular basis. Students are responsible for checking Blackboard and e-mail regularly. As students, you will need your own university e-mail account to participate in Blackboard. If you do not already have a CSUCI dolphin e-mail account, please establish a university e-mail account with the Information Technology Center and link your e-mail to Blackboard.

1. Class Attendance and Participation:

As an educator, it is important to develop a professional attitude toward all aspects of teaching and learning, including your teacher education courses. Due to the dynamic and interactive nature of courses in the Education Specialist Program, students are expected to attend each class session--arriving on time and staying until the class is dismissed. Students who arrive after the class session has started are considered tardy. Any combination of two tardies or early departures from class dismissal will count as an absence. If you are absent more than one time, a 5% final grade reduction will be taken for each unexcused absence. If you have extenuating circumstances (i.e. illness) and will not be able to attend a class session, you will need to advise the instructor before the class meeting by phone or email.

For successful participation in the course, participants are expected to arrive on time, to have read the assigned weekly readings before each class meeting, be prepared for each class session, and to participate actively in activities and discussions. While you are in class, please turn off cell phones and pagers. During sessions that meet in the Education Technology Classrooms, students are asked to keep food or drink away from the computer areas.

2. Late Work:

All assignments are due on the dates indicated. No late assignments will be accepted unless prior arrangements are made with instructor and will only be approved due to extenuating circumstances (grade will possibly be lowered).

3. Format, Grammar, and Mechanics:

Assignments must be typewritten/word processed (12 point font), double-spaced, with standard 1" margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Use of the University Writing Center is encouraged for writing assistance. A printed, paper copy of all the assignments must be

submitted to the instructor in class on the due dates specified. All work turned in for this course must be your original work for this course and may not be submitted from other courses currently taken or have been turned in for previously taken courses. All referenced works must be cited using an accepted professional writing format. Content and mechanics will be considered when grading written assignments. Use of electronic spelling and grammar checking is encouraged.

Course Assignments

II. Reading Reactions and On-line Discussions (CCTC Standard 10,12,16,22; CEC Standard 1, 4,6,8)

Reading reactions consist of short reflective writings on selected, assigned readings (see readings marked with an asterisk). The reactions should be 1 page double-spaced. These reactions may include reflections on class activities and personal experiences in relation to course readings.

***Due 9-11-08, 9-25-08, 10-16-08, and 11-6-08**

III. IEP Observational Analyses (CCTC Standard 16,22; CEC Standard 6,8)

Conduct one observational analysis of an Individualized Educational Plan (IEP) meeting for a student with disabilities. The focus of the observation should be on the nature of collaboration that takes place between professionals, as well as between professionals and the family. Complete an *Observational Analysis Form* with a brief summary for the analysis. (form to be handed out in class). ***Analysis #2 Due 10-30-08**

IV. Research Project & Presentation (CCTC Standard 10,12,16,22; CEC Standard 1,6,8)

Prepare a 5 to 7 page research paper on a model collaboration project/program to be selected from the CalSTAT Model Collaboration sites or other site approved by instructor. (see Research Paper Guidelines for details). You must include two or more American Psychological Association (APA) formatted references from a combination of peer-reviewed research journals and books, published within the last five years that support or inform elements of the model, as well as include two or more interviews from persons working in the program (one administrator and one special educator). Prepare a Powerpoint presentation (20-30 minutes in length) of the project to share with the class.

***Research paper or Project due 11-27-07; presentations to be scheduled (to begin 10-23-08)**

V. *Outcome Assessment (CCTC Standard 10,12,16,22; CEC Standard 1,6,8)

This is your opportunity to examine your own learning that has occurred during this course. You will draw upon course topics, readings, assignments, and discussions to respond to three essay questions to be determined by the instructor. ***Outcome Assessment will be waived if all work is completed and student has 100% attendance.**

***To be completed during class meeting on 12-2-08**

Required Text

Snell, M. E., & Janney, R. (2005). *Collaborative teaming*. Baltimore: Paul H. Brookes Publishing.

Required Readings

Most of the Required Readings are accessible on Blackboard <http://csuci.blackboard.com>. To obtain copies of the required readings, enter Blackboard. Go to the SPED 546 Course. On the left-hand side of the screen, click on *Electronic CoursePack*. Be sure to select

only the readings listed on the syllabus. Click on the selected reading, download and print the required reading documents. The required readings for this course are listed below:

- Blue-Banning, M., Summers, J. A., Frankland, H. C., Nelson, L. L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children*, 70(2), pp. 167-184.
- Council for Exceptional Children. (2005). CEC code of ethics and standards for professional practice for special educators. *What every special educator must know: Ethics, standards, and guidelines for special educators* (pp.1-5). Upper Saddle River, NJ: Pearson Prentice Hall.
- Doyle, M. B., & Gurney, D. (2000). Guiding paraeducators. In M. S. E. Fishbaugh (Ed.), *The collaboration guide for early career educators* (pp. 57-78). Baltimore: Paul H. Brookes Publishing Co.
- Ferguson, P. M. (2002). A place in the family: An historical interpretation of research on parental reactions to having a child with a disability. *Journal of Special Education*, 36(3), 124-132.
- Kalyanpur, M., & Harry, B. (1999). The role of professional expertise and language in the treatment of disability. *Culture in special education: Building reciprocal family-professional relationships* (pp. 47-75). Baltimore: Paul H. Brookes Publishing Co.
- Hanson, M. J., Lynch, E. W. (2004). Theoretical Perspectives For Understanding Families. In E. W. Lynch, & M. J. Hanson (Eds.) *Developing cross-cultural competence: A guide for working with children and families* (pp. 39-62). Baltimore: Paul H. Brookes Publishing Co.
- Lynch, E. W. (2004). Developing cross-cultural competence. In E. W. Lynch, & M. J. Hanson (Eds.) *Developing cross-cultural competence: A guide for working with children and families* (pp. 41-75). Baltimore: Paul H. Brookes Publishing Co
- Rosenberg, M. S., O'Shea, L. J., O'Shea, D. J., & Taylor, J. M. (2006). Student and family transitions. *Student teacher to master teacher: A practical guide for educating students with special needs* (pp. 291-322). Upper saddle River, NJ: Pearson Prentice Hall.
- Smith, T. E. C., Gartin, B. C., Murdick, N. L., & Hilton, A. (2006). Working with families: The legal bases for family involvement. *Families and children with special needs: Professional and family partnerships* (pp.135-160). Upper Saddle River, NJ: Pearson Prentice Hall.
- Metheney, D., Davison, D., & Fishbaugh, M. S. (2000). Co-Teaching strategies for support and innovation. *The collaboration guide for early career educators* (pp. 39-55). Baltimore, MD: Paul H. Brookes Publishing Co. (to be handed out in class)
- Ripley, S., (1997). Collaboration between general and special education teachers. *The Council for Exceptional Children (CEC)*. Eric Digest #ED409317.

Important Policies

Late assignments will not be accepted unless prior approval is given by the instructor, and in-class activities cannot be made up at a later date without prior approval. If you are absent from class, it is your responsibility to check on announcements, assignments, and readings for the missed class session. No electronic submission of assignments accepted. Students who have 100% attendance and ALL coursework turned in on time may waive final.

All work that you submit as your own work must, in fact, be your work. For example, if a paper presents language taken from other sources – books, journals, web sites, people, etc. – the sources must be cited. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Individual course assignments with plagiarized ideas or language will be graded “F”. Students are encouraged to consult with the instructor or the university’s librarians about how to accurately cite sources.

Students must earn a “C+” or higher in this course for program maintenance in the cred. programs.

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this course are requested to inform the instructor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practica may be made as requested and required to provide for equitable participation in the course. For information about the University’s Disability Accommodation Office and services, please contact the Disability Accommodation Office at 437-8528.

Grading Policy and Procedure

There are a total of 100 points that may be obtained for successful completion of the course requirements. This course utilizes a “+/-” grading system for reading reactions. Grades will be determined based on the breakdown of the following corresponding percentages of total points earned.

A+ = 97 – 100%	C = 73 – 75%
A = 93 – 96%	C- = 70 – 72%
A- = 90 – 92%	D+ = 67 – 69%
B+ = 87 – 89%	D = 63 – 66%
B = 83 – 86%	D- = 60 – 62%
B- = 80 – 82%	F = 59% or lower
C+ = 76 – 79%	

SPED 546: TENTATIVE COURSE OUTLINE (may be subject to change at discretion of Instructor)

Class	Date	Topic	Readings/Assignments
1	8/26	Course Overview & Requirements; Overview of Professional/Family Collaboration in SPED Video #1 Collaborative Planning: Transforming Theory Into Practice (32 minutes)	Reading due prior to each class
3	9/2	Building Team Structure Overview of Collaborative Consultation Models & Processes in the Schools	-Snell & Janney Chapters 1 & 2 (26 pp) -Ripley (4 pages) * Reaction Paper #1 Due (1 pg.)
4	9/9	Teaching Collaboratively (Self assessment handout) Video #2 Collaborative Teaching: The Co-Teaching Model	-Snell & Janney Chapter 6 (22 pp) or -Metheney et al. Co-Teaching Strat.. (15 pp)
5	9/16	Family Systems & Functioning Across the Life Span	-Kalyanpur & Harry Reading (28 pp) *Reaction Paper #2 Due (1pg.)
6	9/23	Diversity of Families: Historical & Current Portraits Effective Cross-Cultural Communication & Communicating through Interpreters	-Lynch Reading (34 pp)
7	9/30	The Legal Basis for Family Involvement in Special Education Guest Speaker	-Smith et al. Reading (25 pp) -Ferguson Reading (8 pp)
8	10/7	Home-School Consultation & Collaboration Instructor Power Point Presentation	-Blue-Banning et al. Reading (17 pp) *Reaction Paper #3 Paper Due (1 pg.)
9	10/14	Learning Teamwork Skills; Role Play Activity and (4) Presentations	-Snell & Janney Chapter 3 (24 pp)
10	10/21	Problem-Solving and Action Planning (4 Presentations)	*-Snell & Janney Chapter 4 (24 pp) *IEP Observational Analyses Due
11	10/28	Improving Communication & Handling Conflict & Communication & Interpersonal Skills (4) Presentations	-Snell & Janney Chapter 7 (20 pp) -Hanson, M. J., & Lynch, E. W. (34 pp) *Reaction Paper #4 Paper Due (1 pg.)
12	11/4	Working with Paraeducators & Coordinating Across Other Team Members/Coord. Team Action (4) Presentations	-Snell & Janney Chapter 5 (11 pp) -Doyle & Gurney Reading (21 pp)
	11/11	HOLIDAY –NO CLASS	
13	11/18	Transition Planning: Individualizing for Appropriate SPED Services Across the Life Span Group Activity and (4) Presentations	-Rosenberg, M. S., O'Shea (31 pp)
14	11/25	Professional Ethics, Standards, and Guidelines for Special Educators (5) Presentations	-Council for Exceptional Children Rdg. (4 p) -Presentations Due
15	12/2	Course Review / Sharing	*Outcome Assessment

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist: Mild/Moderate Disabilities Credential Program

Special Education 571:
Student Teaching Seminar
Fall 2008

Course Instructor Information:

Instructor: Jill Leafstedt, Ph.D.
Office location: Bell Tower East 2846
Office phone: 805-437-2792
Office hours: by appointment
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Jill Leafstedt, Ph.D.
437-2792
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Field Placement Coordinator

Jacki Gilmore
4378524
Jacki.gilmore@csuci.edu

Course Description: Guided discussion of experiences during student teaching, and preparation for securing a teaching position

Seminar Meeting Time: Friday 12:00-1:50 pm pm
Seminar Meeting Schedule: Meets every other week, weeks 1,3,5,7,9,11,13 & 15

Corequisite: Sped 570 & Sped 544

Course Objectives:

1. Reflect on professional practice
2. Examine the ethical issues associated with teaching student with disabilities and collaborating with their families.
3. Identify the steps in securing a special education teaching position.
4. Participate in collaborative planning and teaching.

Course Requirements

All students are expected to participate in the student teaching seminar and complete all required fieldwork hours and assignments in their student teaching field placement.

Reflective Journal: All students are expected to keep a daily reflective journal during their field placement. This journal should be available for your university supervisor during observations. We will begin seminar each week with 15 minutes dedicated to reflective journal writing. Bring your journal to seminar.

Grading Policy and Procedures

Students must complete all of the course requirements outlined above to receive credit for the course. Students receive credit or no credit for this course.

Tentative Class Schedule

Date	Topic	Readings & additional information
8/29	Student teaching handbook; Student teaching placements Scheduling and planning for the semester	
9/12	Beginning the year	Wong & Wong A & B
9/26	Special Education Placements	Be prepared to share details about your student teaching placement (#'s, class schedule, curriculum, behavior management, etc)
10/10	Question and Answer with Linda Blanco special	TBD

	education teacher and mentor in Conejo Valley	
10/24	Administrators and Special Education	TBD
11/7	TBD	TBD
11/21	Resume and cover letter writing	TBD
12/5	Mock Interviews	

Important Policies

Disability Statement

Cal State Channel Islands 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.

Academic Honesty

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The

instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
6. The Academic Appeals Board shall consist of faculty and at least one student.
7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

Subject to Change

Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor.

Class Assumptions

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

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 communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Content Standards Addressed in Special Education: **Content specifications for the subject matter requirements for the Education Specialist Credential: Mild to Moderate Disabilities are congruent and integrated across the following CCTC core standards.**

Standard 10: Professional, Legal and Ethical Practices: Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

Standard 12: Educating Diverse Learners with Disabilities: Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

Standard 13: Special Education Field Experiences with Diverse Populations: The program provides a sequence of field experiences involving a broad spectrum of interactions with diverse populations. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of special educators, including interactions with parents. Each candidate assumes other responsibilities of full-time teachers and service providers, and has at least one extended field experience, including student teaching, in a public school.

Standard 17: Assessment, Curriculum, and Instruction: Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

Standard 18: Determination of Candidate Competence: Each program designs and implements a process for determining candidate competence which includes a system for determining each candidate's ability to demonstrate knowledge and perform skills in field experience as reflected in Categories I, II, and III. Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine that the candidate has satisfied each professional standard. The recommendation is based on thorough documentation and written verification by at least one field supervisor or site administrator and one institutional supervisor. An institutional representative assists the candidate in establishing direction for the individual Level II professional credential induction plan.

Standard 19: Knowledge and Skills of Assessment in General Education: Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

Standard 20: Curricular and Instructional Skills in General Education: Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

Standard 21: General Education Field Experiences: Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.

Standard 22: Assessment and Evaluation of Students: Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-

referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students, and the outcomes of instruction.

Standard 23: Planning and Implementing Curriculum and Instruction: Each candidate demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations and instructional plans. The instructional plans are responsive to the unique needs of the student, general education settings and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.

Standard 25: Characteristics and Needs of Individuals with Mild to Moderate Disabilities: The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist: Mild/Moderate Disabilities Credential Program

Special Education 581:
Student Teaching Seminar
Spring 2009

Course Instructor Information:

Instructor: Jill M. Leafstedt, Ph.D.
Office location: Bell Tower East 2846
Contact phone: 437-2792
Office hours: Monday 3:00-5:00 or by appointment
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Field Placement Coordinator

Jacki Gilmore
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Course Description: Guided discussion of experience during student teaching, reflective feedback on student teaching experiences, and preparation for securing a teaching position.

Seminar Meeting Time: Friday 12:00-1:50 pm

Seminar Classroom: Bell Tower 2716

Seminar Meeting Schedule: Meets every other week, weeks 1,3,5,7,9,11,13 & 15

Corequisite: SPED 580

Learning Outcomes:

1. Reflect on professional practice
2. Examine the ethical issues associated with teaching student with disabilities and collaborating with their families.
3. Identify the steps in securing a special education teaching position.

Course Requirements

All students are expected to participate in the student teaching seminar and complete all required fieldwork hours and assignments in their student teaching field placement.

Reflective Journal: All students are expected to keep a daily reflective journal during their field placement. This journal should be available for your university supervisor during observations. We will begin seminar each week with 15 minutes dedicated to reflective journal writing. Bring your journal to seminar.

Videotape of Teaching: Each student will bring a 15 minute videotape of their teaching to share with their classmates. We will view the tape and provide feedback and suggestions in seminar. You will also have the opportunity to comment on your own teaching to the group.

Grading Policy and Procedures

Students must complete all of the course requirements outlined above to receive credit for the course. Students receive credit or no credit for this course.

Tentative Class Schedule

Date	Topic
1/23	Overview, Videotaping, reflective journal
2/6	Teacher Circle- service delivery models
2/20	Teacher Circle- getting a job and curriculum
3/6	Teacher Circle- Classroom Environment
3/20	Interview Preparation
4/3	Watch Videos
4/17	Teacher Circle- Behavior
5/1	End of the program assessments

**** Additional Policies are posted on the extended syllabus available on Blackboard**

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Important Policies

Disability Statement

Cal State Channel Islands 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.

Academic Honesty

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.
4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
6. The Academic Appeals Board shall consist of faculty and at least one student.
7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

Subject to Change

Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor."