California State University
SAN MARCOS | School of Education

333 South Twin Oaks Valley Road   San Marcos, California 92096-0001
Tel: 760.750.4300   Fax: 760.750.3160   www.csusm.edu/education

EDSS 546B Section 1
Secondary Methods for English Instruction
CRN # 20793
Tuesdays
4:30 - 7:00
CSUSM University Hall Room 273
SPRING 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	Julie Rich
Phone:	760.750.8550
E-Mail:	jrich@csusm.edu
Office:	UH 453
Hours:	By Appointment and After Class

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework
- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DETAILS

Course Description

Focuses on developing an understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Part B.

In this course, students will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, viewing and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. Students will be required to apply their learning in related assignments and clinical practice experiences during teaching and/or observations. *Pre-requisite: EDSS 546B*

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

Course Objectives

EDSS 546B (2 units) Secondary English Education A focuses on developing an understanding of theory, methodology and assessment of English in integrated and inclusive secondary classrooms; Part B. *This course is aligned with California's SB 2042 Standards.*

During courses EDSS 546A and EDSS 546B using interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction of English, as defined by the <u>California Reading/Language Arts Framework, 2007 and California State Program Standards</u>:

1. Connect reading, writing, and oral language processes in an integrated fashion.
   Teacher candidates in English understand, plan, design, and implement instruction that includes the following:
       Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
2. Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
3. Purposes and characteristics of the major genres of literature.
4. Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
5. Writing instruction (inclusive of the writing process) on conventions, domains (i.e. response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
6. Academic language development emphasizing discourse that leads to the production of complex texts.
7. Incorporation of technology into language arts as a tool for conducting research.
8. Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
9. Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
10. Instruction in speaking applications including grade-level genres and their characteristics.
11. Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students

Required Texts and References
- Graff, Gerald and Birkenstein, Cathy. "*They Say/I Say*": W.W. Norton and Company, Inc. 2010.
- California's Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. **http://www.cde.ca.gov/re/cc/**
- **California Content Standards: http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf**

Resources (for starters)
- Read write think: sponsored by the International Reading Association and National Council of Teachers of English http://www.readwritethink.org/
- National Council of Teachers of English: www.ncte.org

Authorization to Teach English Learners (CTEL)
This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02*

STUDENT LEARNING OUTCOMES

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students in the area of English/Language Arts. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students.   This course will emphasize the following TPEs:

TPE	How assessed
TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments *Understands and uses the state-adopted academic content standards* *Develops planning instruction that addresses the standards* *Consistently demonstrates the ability to teach to the standards*	ELD Infused Lesson Design and Reflection Novel Unit Plan ERWC Unit Plan TPA 3 & 4
TPE 2: Monitoring Student Learning During Instruction Uses progress monitoring during instruction to inform instruction Pace and re-teach content based on assessment evidence Anticipate, check for and address common misunderstandings	ELD Infused Lesson Design and Reflection TPA 4
TPE 4 - Making Content Accessible *States in every lesson plan the State standards* *Uses activities and materials that support stated objectives* *Uses multiple ways to reinforce the content of the standard* *Follows a logical, sequence of instruction in the lesson plan*	ERWC Unit Plan TPA 3 & 4

TPE 5 - Student Engagement *Ensures students understand the objective of the lesson* *Actively involves students with the lesson* *Uses a variety of strategies to involve the students and increase their understanding of the lessons objectives*	ELD Infused Lesson Design and Reflection on Video-taped performance ERWC Unit Plan
TPE 6c - Developmentally Appropriate Practices in Grades 9 -12 *Understanding important characteristics of the learners* *Designing instructional activities* *Providing developmentally appropriate educational experiences*	ELD Infused Lesson Design and Reflection ERWC Unit Plan Novel Unit Plan
TPE 7 – Teaching English Learners Applies pedagogy for comprehensive instruction of English learners Knows and can apply instruction for English Language development Draws upon information about students' backgrounds to build new knowledge	ELD Infused Lesson Design and Reflection TPA 3 & 4
TPE 9 - Instructional Planning *Establishing academic learning goals* *Connecting academic content to the students backgrounds, needs, and abilities* *Selecting strategies/activities/materials/resources*	Novel Unit Plan ELD Infused Lesson Design and Reflection ERWC Unit Plan
TPE 10 - Instructional Time *Appropriately allocates instructional time to maximize student achievement* *Effectively and efficiently maximizes instructional time through management based on reflection and consultation* *Adjusts the use of instruction time to optimize learning opportunities*	Novel Unit Plan ELD Infused Lesson Design and Reflection TPA 4
TPE 14 – Educational Technology Use technology to enhance professional practice Apply technology that maximizes student learning	Novel Unit Plan ERWC Unit Plan

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *does not meet, approaching, meets*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. **Notification of an absence does not constitute an excuse.** *(Adopted by the COE Governance Community, December, 1997).*

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The writing requirement of 2500 words will be met through research responses and notes, teacher interview, strategy matrix, lesson plans and unit plan.

CSUSM Academic Honesty Policy

"Candidates will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for

academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:
As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Use of Technology
Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio.

Electronic Communication Protocol
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADING STANDARDS
Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.*

It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

EDSS 546B SECONDARY ENGLISH METHODS Course Assignment Descriptions

I. Concepts and Essential Questions

Know your students
How will you get to know your students?
How will this knowledge enhance your teaching and your students' learning?
How will you apply and implement this knowledge into your curriculum and your pedagogy?
What place does knowledge of your students have in the scaffolding of learning?
How and why will you form relationships and communication lines with parents?

Organization and management
What is the effect of your planning and organization on your students' learning?
How will you manage the paper load and provide appropriate and helpful feedback for 175+ students?
What role will students play in your organizational and management plan?
How will you organize yourself so that you have a life outside your classroom?

Academic components of the English classroom
What is the place of vocabulary in your English classroom?
What is the place of grammar in your English classroom?
What effective, research-based approaches will you use for developing your students' writing proficiency?
How will you teach students to be independent, critical readers and 'comprehenders'?
How will you know students understand and are progressing?
How will you model the [real life power] of lifelong reading, a well-developed vocabulary, and strong writing skills?

Critical thinking
What is the role of inquiry in your English curriculum?
How will you use questioning to scaffold understanding and encourage your students' critical thinking?
How do conversation and writing help your students to think?

Social justice in your English classroom
What does an effective learning environment in your classroom look like, feel like?
How will you develop a community of learners that is inclusive?
How will you teach respect through your actions and through your curriculum?
How will you ensure that your classroom is student-centered?
What place and effect will gender, race, and culture have on learning in your English classroom?

Transforming the English classroom for the 21st century
How will you engage in professional conversations and discussions with colleagues, administrators, and policy makers to effect change in the curriculum?
What expectations do you have for all of your students to become proficient readers and writers as requisites for navigating the 21st Century?

2. Assignments (in brief)

- **Unit Plan for teaching a novel (35 pts):** working within a group you will complete the design and daily lessons record for an assigned novel and share with your colleagues (Unit planning, lesson planning, integration of vocabulary and writing; presentation to focus on speaking and listening).

- **ERWC Unit Plan Revision (20 pts):** Using one of the novels from the ERWC resources, rewrite the lesson to fit your students/style and add supplementary readings based on Lexile scores and choice motivation to be presented in literature circles.

- **Teaching English Learners in Clinical Practice II**: **Lesson Design, Implementation and Reflection (25 pts).** In this assignment, you will design a writing <u>lesson using poetry</u> that is based on a Common core standard and CA Content standard and is differentiated for English Learners so as to ensure that your English Learner students have access to the core curriculum and the lesson it culturally relevant for all of your students. You will also need to include an ELD standard in your lesson plan. You will implement the lesson and reflect upon your teaching. It is not a requirement, but I would suggest that you ask your cooperating teacher to observe you teaching this lesson and use the guide questions in the analysis and reflection to help you reflect on this lesson.

- **Uniquely You (20 pts):** This assignment is designed to empower you as a teacher, help you develop your philosophy and classroom personality while connecting with and reflecting your content and having fun!

- **Research Responses and notes (cr)**: In order to have effective discussions within our classroom, you will be asked to come to class prepared with the readings, notes and surveys for the week.

- **Thoughtful participation, buddy work and Class attendance (cr):** Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, we expect that each student will participate actively and thoughtfully in each class session.

EDSS 546B SECONDARY ENGLISH METHODS Course CALENDAR

Although this schedule is carefully planned, the instructors reserve the right to make changes based on unforeseen circumstances and teachable moments.

Date/Session	Topics	Your responsibilities/Notes
January 27 **Session One**	New Introductions, team building, super buddies; review syllabus/assignments Group work on Novel Unit Plan	Bring <u>copies of your Novel Unit and at least one group copy of the novel as a resource</u> Come prepared to learn, participate and share! ;} <mark>UH 273</mark> By Session 3 (Feb. 17) – Read all of *They Say/I Say* to prepare for the Writing process sessions
Feb 3 <mark>On-line</mark> **Session Two**	Speaking and Listening Assessment: Rubric Design ERWC Jim Burke's home page	Assignment/s and links will be posted on Cougar Courses/email
Feb 17 **Session Three**	Unit Presentations **The Writing Process:** to include- Writing Process format They Say/ I Say Templates 6 +1 traits WRITE Project CSUSM Writing Poetry RAFTS Author's Chair Scaffolding writing Personal Narrative Writing and technology Persuasive Writing	**Due: Novel Unit Plans** Assignment/s and links will be posted on Cougar Courses/email
Feb 24 Joint **Session 4**	Guest speaker	
March 10 **Session 5**	The Writing Process II	Assignment/s and links will be posted on Cougar Courses/email
March 24 <mark>On-line</mark> **Session 6**	**Review Reading Strategies** **Reciprocal Reading** **Literature Circles** **Literacy Cafe**	Assignment/s and links will be posted on Cougar Courses/email
March 31 No Class	<mark>CSUSM Spring Break</mark>	
April 7 <mark>On-line</mark>	ERWC Unit Revision	Assignment/s and links will be posted on Cougar Courses/email

Session 7		
April 14 **Session 8**	Opening School – beginning of the year and first day planning	**Due: Teaching English Learners in Clinical Practice II**: **Lesson Design, Implementation and Reflection** **Parent Letter** Assignment/s and links will be posted on Cougar Courses/email
April 21 **Session 9**	Joint: Guest speaker Wrap up and Evaluations	**Due: ERWC Unit Revision** Assignment/s and links will be posted on Cougar Courses/email
April 28 **Session 10**	Overarching Concepts – where are you?	**Due: Present Uniquely You, turn in hard copy** Super Buddies 4, 5, 6 Assignment/s and links will be posted on Cougar Courses/email

TEACHING ENGLISH LEARNERS IN CLINICAL PRACTICE 2
Lesson Design, Implementation, and Reflection

In this assignment, you will design a content lesson that is based on a Common core standard and CA Content standard and is differentiated for English Learners so as to ensure that your English Learner students have access to the core curriculum. You will also need to include an ELD standard in your lesson plan. You will implement the lesson and reflect upon your teaching. It is not a requirement, but I would suggest that you ask your cooperating teacher to observe you teaching this lesson and use the guide questions in the analysis and reflection to help you reflect on this lesson.

The following information should be included in your write-up.

Design the Lesson
- Information about your whole class, including linguistic background, content and academic language abilities, cultural considerations, and interests. You will likely have some of this information from your class profile.
- Physical, social, and emotional factors that influence the instruction of adolescents and how you use this knowledge to inform your teaching, especially in this particular class.
- Briefly describe the lesson, including content standards, an ELD standard, where the lesson fits into a unit or sequence of instruction, formative and summative assessment. (attach the actual lesson plan as an appendix).
- Describe the adaptations you have made to the lesson to ensure that your English Learners, at their particular levels, can access the curriculum, build academic language skills, and reach the learning goals you have identified for this lesson.
- Describe the assessment based on the content and ELD standards stated

Analyze the lesson after teaching
- Overall, what worked, what did not work, what would you modify the next time you teach the lesson?
- To what extent did the whole class achieve the learning goals?
- Overall, how well did the lesson connect with student backgrounds and interests?
- What will you do for students who did not achieve the learning goals?
- With regard to your English Learners, how well did the lesson work? not work?
- To what extent did the student achieve the content learning goals and the development of English?

Reflect on the lesson
- Given your analysis of this lesson and the student learning, how will you use this information to guide your planning for future lessons?
- What have you learned about the need for making adaptions for English Learners as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.
- What are your professional development goals for continued progress and learning with regard to planning and differentiating instruction for English Learners?

RUBRIC
Teaching English Learners: Lesson Design, Implementation, and Reflection

Name_____   Reviewer _____

All assignment criteria and guide questions should be addressed.

Criteria	Appropriate, relevant, accurate, clear, connected across the reflection (3)	Minimal, limited, inconsistent, ambiguous, weakly connected (2)	Inappropriate, irrelevant, missing, unconnected (0-1)
Information about your whole class, including linguistic background, content and academic language abilities, cultural considerations, and interests.			
Physical, social, and emotional factors that influence the instruction of adolescents and how you use this knowledge to inform your teaching, especially in this particular class.			
Description of the lesson, including content standards, an ELD standard, where the lesson fits into a unit or sequence of instruction, formative and summative assessment.			
Description of the assessment based on the content and ELD standards stated.			
Analysis includes what worked, what did not work, and modifications you would make the next time you teach the lesson.			
Analysis includes the extent to which the whole class achieved the learning goals.			
Analysis includes information regarding how the lesson connected with student backgrounds and interests.			
Analysis includes what you will do for students who did not achieve the learning goals.			
Analysis includes the extent to which the lesson worked for your English Learners.			
Analysis includes the extent to which your target English Learner achieved the content learning goals and progressed in the development of English.			
Reflection includes how you will use the information from this analysis to guide your planning for future lessons.			
Reflection includes what you have learned about the need for making adaptions for English Learners as you plan for differentiated instruction. Specific information about the students, plan for instruction, and analysis are cited as evidence and to explain.			
Professional development goals for continued progress and learning with regard to planning and differentiating instruction for English Learners are included.			