



EDUC 370
Leadership Foundations for Teaching Diverse Students
CRN #27489
Fridays
3:00 pm – 3:50 pm
University Hall 444
Spring 2014

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

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Hours:	By appointment

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
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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 DESCRIPTION

Provides a multi-faceted pre-service training experience that is methods oriented, pedagogically sound and that references Mini-Corps tutoring experiences for undergraduate and Mini-Corps students participating in the Credential Programs Pathway for Mini-Corps. Explores supporting academic achievement of culturally and linguistically diverse students, including tutoring migrant students, and also prepares undergraduates for entering the credential programs. *May be repeated for a total of eight (8) units. Enrollment is restricted to students who have obtained consent of instructor.*

Garza: The purpose of this course is to provide undergraduate Mini-Corps students participating in the “Credential Programs Pathway for Mini-Corps” with multi-faceted pre-service training experience that is methods oriented, pedagogically sound and that references Mini-corps tutoring experiences. This course explores supporting academic achievement of culturally and linguistically diverse students, including tutoring migrant students, and also prepares undergraduates for entering the credential programs. Enrollment is restricted to students who have obtained consent of instructor. Some possible topics for this course are:

- Developing potential as a teacher
- Observing and reflecting on various educational settings
- Classroom experience and teacher collaboration
- Instructional skills and strategies for supporting academic achievement
- Cross-cultural, bilingual/EL strategies, role modeling and advocacy
- Developing home – school & teacher – parent connections
- Technology for teaching and learning
- Developing academic and professional writing

Course Goals and Objectives

This course identifies and demonstrates multiple models of instruction, strategies for working effectively with culturally and linguistically diverse groups and the importance of developing one’s potential as a teacher, including professionalism, content knowledge and pedagogical knowledge. Upon completion of this course students will develop knowledge, skills and attitudes in the following ways

- Knowledge
Students will:
 - become familiar with processes of literacy development in a first and a second language
 - become familiar with instructional approaches in culturally-linguistically diverse classrooms
 - become familiar with a variety of educational settings
 - gain an understanding of professional behavior and teacher preparation
 - gain an understanding of role modeling, motivation and advocacy
- Skills
Students will:
 - demonstrate developing skills in planning for instruction, lesson design
 - develop an instructional repertoire to teach culturally-linguistically diverse students
 - demonstrate a developing ability to assist, support and collaborate with classroom teachers
 - develop professionalism and the knowledge and skills needed for teacher preparation
 - demonstrate an awareness of content knowledge in literacy, math and Smart goals
- Attitudes
Students will:
 - develop sensitivity to culturally-linguistically diverse learners and value of primary language
 - develop an appreciation for reading and writing for their personal and professional growth
 - develop an appreciation for their role in advocacy, promoting home-school communication

COURSE REQUIREMENTS

Required Texts

CSET Online Test Prep Tutorial
Additional readings posted on Cougar Course website

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. SOE attendance policy states: "At a minimum, students must attend 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 students have extenuating circumstances, please contact the instructor as soon as possible.

Grading Standards

Grading Scale:

Grades will be determined by the total number of points earned on a scale of 100 possible points:

A = 93-100, **A-** = 90-92, **B+** = 87-89, **B** = 83-86, **B-** = 80-82, **C+** = 77-79, **C** = 73-71, **C-** = 70-72, **D** = 60-69, **F** = 0-59

Assignments

Class Attendance & Participation	25 points
Professional Portfolio initial, mid-semester, end of semester Checklist & Goals form	30 points
Test Preparation Activities with CSET Online Tutorial	30 points
CMC Lesson Activity	5 points
CMC Classroom Observation Report	5 points
CMC Reflection	5 points
Total points	100

ASSIGNMENT DESCRIPTIONS

Attendance and participation

This course will consist of face-to-face class sessions as well as online sessions. Students are required to attend class sessions, including online sessions, on a regular basis and actively participate in all class activities.

Professional Portfolio

The portfolio prompts your planning and progress to complete pathway components along the "Credential Programs Pathway for CSUSM Undergraduates." During the course, you will receive guidance as to the components of the pathway that correspond to your year/semester of college. The portfolio has 2 main components: the checklist and the goals form. At three points during the semester - beginning, middle and end - you will complete a pathway checklist and a goals form to submit on cougar course. The goal of this assignment is to support your progress in completing the pathway components. You will identify which items you still need to complete, make goals to complete them, monitor your progress and gather evidence as needed for each completed item. The pathway checklist and goals form are available on the cougar course.

CMC Classroom Observation Report

CMC students conduct classroom observations and write observation reports. During the semester, observe an educational setting. Then, write a detailed observation report using the “Classroom Observation Report Template.” Write one observation report for the educational setting in which you observe. The goal overtime is to observe and reflect on each of the educational settings in the following list:

1. elementary school classroom (K-6)
2. middle school classroom (6-8)
3. high school classroom (9-12)
4. special setting (e.g., sheltered instruction/SDAIE, English language development, primary language classroom, special education, gifted education, charter schools, alternative education, adult/continuation school, court schools)

CMC CLASSROOM OBSERVATION REPORT TEMPLATE

Name:

Educational Setting, grade

Context:

- Day of the Week/Date/Time
- School Name/District
- Type of classroom (grade/subject/special program)
- Number of teachers and assistants/Number of students
- Describe the demographic characteristics of this school or classroom

(gender, race/ethnicity, languages, ability...)

Overview/Description of Class Session: Describe what you saw chronologically. List the step-by-step activities in which the teacher and students were engaged. Include relevant information about focus areas such as classroom diversity, room arrangement, behavior management strategies, evaluation methods (see list on pp. 4-5 of this packet).

Analysis of Observation: Name 1-2 significant events and explain why you chose them for analysis. Analyze the observation and make reference to what you have learned/read in this course

Personal Impact: Articulate how this observation personally impacted your thinking about teaching, learning, and schooling. How will this observation inform your career as a teacher and why?

Question(s): Conclude with at least one unanswered question you have as a result of this observation.

CMC Reflection

CMC students write a 2 – 3 page reflection. The purpose of this assignment is to provide CMC students the opportunity to reflect on their Mini-Corps tutoring experiences in light of what they are learning about pedagogy in the class. Reflect on your daily experiences with the children you tutored during the semester: what you did, what you observed, what you thought about, what challenges or issues you encountered, what successes you had and what you learned.

CMC Lesson Activity

Each CMC student prepares for teaching a lesson in the educational setting where you tutor. You may submit either Option 1 lesson activity to be demonstrated in class or Option 2 - a lesson to be taught and observed by the Mini-Corps Coordinator in the school setting. Both lesson activity options should incorporate what you are learning about supporting the learning of culturally and linguistically diverse children and connecting with their families. The lessons could be designed for use in school or home visit, for one person, or for a small group or a whole group. Make your lesson active, interesting, fun and meaningful. Be sure to ask yourself how this lesson is related to the real learning that children need to do in the subject area you have chosen. Lesson template are available on the cougar course.

GENERAL CONSIDERATIONS

Students 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

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately). This will be met through written assignments.

CSUSM Academic Honesty Policy

“Students 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.

Students 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 candidate 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. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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 SCHEDULE EDUC 370 SPRING 2014

Date	Topic	Assignment
Session 1 1/31/14	Lesson planning: writing instructional objectives Guest speaker: John Bowman, Credential Analyst	DUE: Professional Portfolio Credential program pathway checklist & goals form
Session 2 2/7/14	ELD standards and language acquisition Everyone a Reader Training (Ricardo Reyes) CSET Tutorial Orientation	CSET tutorial orientation
2/14/14 online	Online tutorial	Pre-test for 1 st CSET subtest session & forum
Session 3 2/21/14	ELD , language acquisition, and SDAIE strategies Online tutorial study content	CSET study & forum/email
2/28/14 online	Online tutorial	Post-test for 1 st CSET subtest session & forum
Session 4 3/7/14	Common Core State Standards for ELA and literacy in history/social studies, science and technical subjects	Pre-test for 2 nd CSET subtest session & forum
3/14/14 online	Online tutorial	CSET study & forum/email
Session 5 3/21/14	Teaching reading comprehension to struggling students Online tutorial	Post-test for 2 nd CSET subtest session & forum DUE: Professional Portfolio Credential program pathway checklist & goals form
3/28/14 online	Online tutorial	Pre-test for 3 rd CSET subtest session & forum
4/7/14 online	Online tutorial	CSET study & forum/email
Session 6 4/11/14	Embedded Formative Assessment: (Dylan William) Summative assessments Online tutorial	Post-test for 3 rd CSET subtest session & forum
4/18/14 online	Online tutorial	Pre-test for 4 th CSET subtest session & forum
Session 7 4/25/14	Math instructional strategies that are aligned with the Common Core State Standards, grades k-6 Online tutorial	CSET study & forum/email DUE: CMC Reflective Journal CMC Classroom Observation Report CMC Lesson Activity
5/2/14 online	Online tutorial	Post-test for 4 th CSET subtest session & forum
Session 8 5/9/15	Math instructional strategies that are aligned with the Common Core State Standards, grades 7-12 CSET Tutorial Debrief	CSET tutorial debrief reflection DUE: Professional Portfolio Credential program pathway checklist & goals form