

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**CRN: 22041 and 638
Wednesdays, 5:30-8:15, UH**

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College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

Course Description

In this course, participants develop and demonstrate an understanding of organizational systems and systems change agency through an examination of current theory, research, and practice in general and special education school reform. They explore models of and develop skills in leadership and management; advanced interpersonal communication; collaborative teaming and consultation; creative problem solving and conflict resolution; supervision, coaching, and training of others; resource procurement and provision; interagency coordination, and change agency. Participants apply skills to address curricular, instructional, assessment, and systems change challenges in school and community settings.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Level II Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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. You will be required to formally address the following TPEs in this course:

M/M/S <u>13</u>	M/M/S <u>15</u>	M/M/S <u>17</u>	M/M <u>18</u>	M/M <u>19</u>	M/M <u>20</u>	M/S <u>18</u>	M/S <u>19</u>
K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A

Key:

M/M/S = Mild/Moderate/Severe Education Specialist Competency (number indicates CTC standard addressed)

M/M = Mild/Moderate Education Specialist Competency (number indicates CTC standard addressed)

M/S = Moderate/Severe Education Specialist Competency (number indicates CTC standard addressed)

K = Competence at knowledge level

A = Competence at application level

Prerequisites: This course is available to any credentialed teacher, with permission of instructor.

Texts and Readings

- Cummings, C. (1985). *Peering in on peers*. Snohomish, WA: Snohomish Publishing Co. (CU)
- Villa, R., & Thousand, J. (2000). *Restructuring for Caring and Effective Education*. Baltimore: Paul H. Brookes. (TVN)
- Selected handouts and journal articles posted on WebCT

Authorization to Teach English Learners

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. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

CLAD Emphasis

In 1992, the College of Education voted to infuse Crosscultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies covered in this course are shaded in the grid below.

SB 2042-AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution
		IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Content Goals and Performance Objectives

The participant will:

Goal 1: develop and demonstrate an understanding of organizational systems and systems change agency through an examination of current and emerging theory, research, and practice in general and special education school reform.

(Standards [M/M/S 15.1–15.5](#): [M/M 19.2](#) & [M/M 19.4](#); [M/S 19.1](#), [M/S 19.2](#), [M/S 19.5](#), & [M/S 19.8](#))

Objectives:

- describe frameworks for and approaches to systems change.
 - articulate strategies for building consensus for a vision of caring, effective, and inclusive schooling.
 - identify research-based and promising curricular, instructional, and assessment skills needed by educators to meet the needs of diverse learners.
 - identify resources and incentives essential for school restructuring and reform efforts.
 - identify the elements of the Ambrose Complex Change model illustrated in case studies of systems change toward inclusive education.
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Goal 2: Explore models of and develop skills in leadership and management.

Objectives:

- be acquainted with theory and research related to leadership, creativity, supervision, and consultation. (Standards [M/M/S 15.1–15.5](#): [M/M 20.1](#), [M/M 20.2](#), [M/M 20.3](#), [M/M 20.5](#), [M/S 18.1](#), [M/S 18.4](#))
 - articulate actions they can take to facilitate the creation of caring and effective educational experiences at their school site and with families. (Standards [M/S 18.2](#) & [M/S 18.4](#); [M/S 19.1](#), [M/S 19.2](#), [M/S 19.5](#), [M/S 19.8](#))
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Goal 3: Explore models of and develop skills in resource procurement and provision and interagency coordination and collaboration.

Objectives:

- identify resources for staff development, school, and individual student needs. ([M/M 20.7](#))
 - optimize the use of available resources in an integrated fashion. ([M/M/S 15.1–15.3](#); [M/S 19.1 – 19.4](#))
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Goal 4: Explore models of and develop skills in advanced interpersonal communication and collaborative teaming and consultation.

Objectives:

- demonstrate awareness of professional leadership, communication, trust building, and controversy management strategies when operating as team members within the school or community. ([M/M 20.1](#), & [M/M 20.3](#); [M/S 18.2](#), [M/S 18.3](#), [M/S 18.4](#))
 - demonstrate improved collaborative teaming and problem solving abilities with colleagues and/or parents of learners with special educational needs. ([M/M 20.1 - 20.3](#); [M/S 18.1](#), [M/S 18.4](#), [M/S 18.6](#))
 - work with others in teams to cooperatively use principles of universal design and collaborative teaming solution find student and systems challenges. ([M/M/S 15.1–15.3](#); [M/M 20.2](#), [M/M 20.8](#), [M/M 20.9](#); [M/S 18.6](#))
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Goal 5: Explore models of and develop skills in creative problem solving and conflict resolution.

Objectives:

- demonstrate the use of conflict resolution approaches to develop mutually agreeable solutions to education-related challenges. ([M/M 20.3](#))
 - use creative problem solving methods, such as the Parnes-Osborne model, to solve systems-level and student learning challenges. ([M/M/S 13.2 - 13.4](#); [M/M 20.3](#), [M/M 20.8](#), [M/M 20.9](#))
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Goal 6: Explore models of and develop skills in supervision, coaching, and training of others.

Objectives:

- use a model of supervision (i.e., Peer Coaching) to coach peers to develop instructional skills and provide supervision to paraprofessionals and others. ([M/M 20.5](#); [M/S 18.6](#))
- develop an inservice training module to enhance the knowledge, skills, and/or dispositions of others (professionals, paraprofessionals, parents, students, community members) regarding a critical aspect of special education (e.g., legal rights and responsibilities, inclusive best educational practices, universal design strategies). ([M/M/S 17.1](#), [M/M/S 17.2](#); [M/M 20.6](#), [M/M 20.7](#); [M/S 18.3](#), [M/S 18.5](#); [M/S 19.4](#), [M/S 19.6](#))

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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.

Professional and Administrative Requirements

1. Attend all class sessions. Be on time for class and for online discussions. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time, class sessions, or on-line discussion time may not receive a passing grade for a course.

2. "Person-first" language (e.g., "Student with Autism" rather than "Autistic student;" "Johnny who has Down Syndrome" rather "My Down Syndrome student") is used throughout all written and oral assignments and discussions.

3. Word process all written documents. Keep a copy of all of your work. You will want these copies for your records and use as BTSA & Level II professional portfolio entries.

4. Complete and submit all assignments and discussions on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know. Contact the instructor immediately if you have questions or concerns.

5. Participate in class and on-line discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.

6. Select one or two class "buddy" (e.g., WebCT Discussion teammate, Inservice Module teammate) to ensure that you receive information and handouts, if you must miss a class.

Activities and instructional methods for realizing objectives:

- class discussions
- cooperative group work
- lectures readings in texts
- role plays
- guest speakers
- web site access
- WebCT on line discussions
- videos

- demonstrations
- observations
- written reading reactions

Evaluation of attainment of these knowledge bases and skills:

- attendance
- punctuality
- in class participation
- on-line collaborative activities
- reading reactions
- base team meetings
- product assessment
- WebCT discussion participation
- WebCT discussion facilitation

Course Requirements and Assessment Procedures

	<u>Maximum Points</u>
A. Live Class Attendance and Participation (4 points per class x 9classes)	36
B. School-Based Leadership Applications	39
C. Live Reading Reactions	05
D. WebCT Reactions and Discussion Facilitation	20
TOTAL MAXIMUM POINTS: 100	

GRADING SCALE (in percentages):

A	94-100	A-	92-93	B+	89-91
B	86-88	B-	84-86	C+	81-83

NOTE: The minimum acceptable grade for a course in the professional education sequence is C+, and a B average must be maintained.

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 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.”

Class Meeting, WebCT, and Inservice Meeting Schedule

Key to Abbreviations:
 WCT = WebCT Discussion and Facilitation
 FtoF = Face to Face Class
 IM = Inservice Training Module Meeting and Planning
 CU = Carol Cummings “Peering in on Peers” readings

Date	Session	Topics/Activities	Assignments/Readings Due
01/19	Class #1 F to F	Collaborative Teaming Revisited Inservice Module: Topics, Teams, Timelines	
01/26	Class #2 F to F	Schedule WebCT Teams & Facilitation Peer Coaching: Part 1	CU pp. 1-3 & Chs. 1, 2, & 3
(Outside of Class)		Inservice Meeting #1, Develop Topic Outline	
02/02	Class #3 F to F	Peer Coaching: Part 2	
02/09	Class #4 WCT & IM	Web CT Reading Reaction #1 Inservice Module Meeting #2 - Begin Inservice Draft	
02/16	Class #5 F to F	Peer Coaching: Part 3	CU Chs. 7, 8, & 9
02/23	Class #6 F to F	CPS & Process Communication	Face to Face Rdg. Reaction #2 (3 pts) Reinforcement Conf. (5 pts)
03/02	Class #7 WCT & IM	Web CT Reading Reaction #3 Optional Extra Inservice Meeting - Develop Inservice Draft (Deliver Alternate/Growth Conference)	
03/09	Class #8 F to F	What’s Ethics Got to Do With it?	Face to Face Reading Reaction #4 (3 pts) Inservice Goals Outline (3 pts)
03/16	Class #9 WCT & IM	Web CT Reading Reaction #5 Optional Extra Inservice Meeting - Finalize Inservice Draft Prepare for Class #11 Resource Fair	
03/23	Class #10	Web CT Reading Reaction #6	

WCT & IM

03/30	NO CLASS	SPRING BREAK	
04/06	Class #11 F to F	Resource Fair & Conference Debrief	Draft Inservice (4 points) Resource Fair (4 points) Alt./Gr. Conference (7 pts)
04/13	Class #12 WCT & IM	Complete Inservice Module & Unveiling Presentation Prepare for Class #13 Jigsaw and Action for Change Advice	
04/20	Class #13 F to F	Restructuring Jigsaw (Done in Class, 4 points) Action for Change Advice	Action Advice (4 points)
04/27	Class #14 WCT & IM	Complete Inservice Module & Unveiling Presentation	
05/04	Class #15 F to F	Inservice Unveiling Course Evaluation & Celebration	Final Inservice Module