

Elementary Teaching and Learning 1
EDMS 511 Section 15
CRN: 42676

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Class Dates: September 4-October 23, 2003
Class Times: Thursday 8:15 a.m-2:15 p.m..
Class Location: Valley Elementary, Poway, California

Mission Statement of the College of Education

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)

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))

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (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.

INFUSION

CLAD

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD

competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning.

PRE-REQUISITES

Admission to the Multiple Subject Credential Program.

COURSE DESCRIPTION

This collaboratively designed two-semester course is an introduction to the teaching and learning of all students. The course accentuates the principles prescribed in the Mission of the College of Education: diversity, educational equity and social justice, reflective teaching, and lifelong learning. The course infuses general and special education standards.

The following themes are emphasized:

- Structures and Procedures that Promote Learning
- Reflective Practice
- Ways of Learning and Knowing Connected to Practice and Social Commitment
- Differentiated Design
- Teachers as Professionals

REQUIRED TEXTS AND WEB SITES

1. Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Custom Reader

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all learners
- Assessing student learning
- Developing as a professional educator

TEACHER PERFORMANCE EXPECTATIONS

Candidates for the Multiple Subjects Credential will:

1. make multiple subject matter comprehensible to all students by planning and designing instruction that reflects an understanding of the state-adopted academic content standards (TPE 1)
2. monitor and support student learning during instruction (TPE 2)
3. use, interpret, and give feedback on formal and informal assessment measures (TPE 3)
4. make content accessible to all learners (TPE 4)
5. ensure the active and equitable engagement of all students in the learning process (TPE 5)
6. employ developmentally appropriate teaching practices to all learners (TPE 6a-d)
7. demonstrate knowledge and understanding of theories, principles, and instructional practices for teaching English language learners, and employ linguistically appropriate teaching practices for English learners (TPE 7)
8. demonstrate the ability to identify and design effective instruction for the needs, abilities, and development of all children and adolescents (TPE 8)
9. demonstrate the ability to use collaboration, pre-referral (e.g., Student Study Team) and referral processes (e.g., IEP, ITP) to ensure the development of appropriate instruction for learners with unique learning characteristics (TPE 9 and TPE 12)
10. plan and design learning experiences for children and adolescents that include goals, strategies, activities, materials, and use of technology, that coordinate effectively with academic content and the needs, abilities, and development of all children and adolescents (TPE 9)
11. demonstrate the ability to create, maintain, and reflect upon effective environments for student learning by designing a unit plan that includes authentic reference to effective instructional time allocation and instructional time management (TPE 9 and TPE 10)
12. demonstrate the ability to maintain effective social environments for student learning by including positive behavior supports and addressing social and emotional development of students in a classroom management plan (TPE 11)
13. develop as a professional educator by demonstrating their knowledge and understanding of the professional, legal, and ethical obligations of the teaching profession (TPE 12 and TPE 13)

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

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

- Attend all class sessions, be on time, stay for the entire session, and contact the instructor and your class buddy when you must miss all or part of class
- Use “person-first” language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”).
- Word process and keep copies of all written work (for use as professional portfolio entries).
- Complete and hand in all assignments on the given due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments please let the instructor know.
- Any time you have questions or concerns, please contact your instructor immediately.
- Participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.

SEMESTER ONE REQUIREMENTS

- Introduction
- Ways of knowing – connected to practice
- Structures and procedures – Setting up a classroom
- Differentiated Design – Elements of a lesson (plan)
- Reflective Practice – Meta-cognition
- Teacher as Professional – Demeanor/CA Standards for the Teaching Profession

Introduction

Thematically Defined Learning and Instruction

Theme I: Ways of Learning and Knowing - Connected to Practice

Who are we as teachers?
Situating oneself
Social commitment and awareness
Conceptions of knowledge and connections to practice
Variations on knowing, practice and assessment
Observing children

Theme II: Structures and Procedures that Promote Learning

The thinking behind teaching, big ideas, patterns and rhythms to the day, week, month, year
Movement / management / timing

Theme III: Differentiated Design

Who are our students? What are their needs?
Elements of a lesson (plan)
Adapting instruction for all students

Theme IV: Reflective Practice / Metacognition

The whats and whys of teaching
Reflections on practice teaching
The social child: behavior

Theme V: Teachers as Professionals

Becoming and remaining part of the larger educational conversation
Professional organizations, journals
Obligations to students and families
Professional demeanor and appearance
Communication
The continuum of professional development
BTSA
Collaboration / Teaming

CRITICAL ASSESSMENT TASKS (CATs)

A number of assignments build toward these four assessment events which span the full year of two courses. These assessment events are connected to assignments for other courses in this program as well. The assignments indicated in *italics* are ones that specifically related to TPE6d: Teaching Special Education Populations in General Education Environments and Standard 14: Preparation to Teach Special Populations in the General Education Classroom.

- **Lesson Modeling** – two to four opportunities of increasing duration and complexity to “teach” peers, spread across the year and embedding principles and practices under study (Themes I, III, and IV, TPE’s 1, 2, 5, 6A & 6B, 6D, 11, 14)
 - **Practice teaching opportunities, minimum one per semester**
 - *Observation Report assignment*
 - *Adapting Instruction assignment*

- **Long-range planning** – emphasis on big picture construction of curriculum across a school year that begins with the end in mind and illustrates patterns, rhythms, structures, standards and assessments; development of a framework to “drop” units of instruction developed in content courses into (Themes I, III, IV, and TPE’s 2, 3, 4, 6, 9, 10, 14, 15) **1st and 2nd semester**
 - Sample lesson plan
 - Academic year calendar framework
 - *Diversity Questions assignment*

- **Solution-finding**– analysis of a series of cases (one in the fall semester, two in the spring) that present “real” classroom situations (e.g. video clips, written scenarios, stories from classrooms, some may be in our Allyn and Bacon reader) and development of appropriate responses using available resources (Themes I, IV, V, and TPE’s 1, 2, 4, 6, 7, 8) **one case in the 1st semester, two cases in the 2nd**
 - Cultural plunge
 - Case analysis
 - *Disability Characteristics Matrix assignment*

- **Professional development** – Development of a professional portfolio framework with a number of required entries that may include the following: a philosophy statement, response to cultural plunge, sample lesson plan, year-long plan framework, professional journal article review, reflections on a board meeting, reflections on commitments to social justice, plans for ongoing development, service learning involvement, evidence of collaboration, etc.) Entries align with TPE’s and demonstrate accomplishment in these areas (Themes II, V, and TPE’s 12, 13, 14) **Introduced in the first semester, framework started; framework finished in the 2nd semester and projects are added.**

Assignment Points:

Assignment	Points Given
Cultural Plunge	20 points
Case Analysis	20 points
Disabilities Matriz	10 points
Teaching Demonstration Groups	20 points
ESL Science Project	10 points
Class Participation	<u>20 points</u>
Total Points	100 points

Grading Scale

A= 93-100, A-=90-92, B+= 87-89, B= 83-86, B-= 80-82, C+= 77-79, C= 73-76, C-= 70-72, D= 60-69, F=0-59.

Make-Up Policy

It is the policy of this class that students will make up for any time missed during the semester. Should you miss a class session you will be required to make up the time by completing an assignment. Usually the assignment is a written reflection about a chapter from one of the texts. However, you can negotiate with the professor to do a different assignment if you prefer.

Tentative Schedule

Date	Topics and Readings	Assignments
09/03/03	<p>Introduction to class. Community building demonstration teaching assignment- Teach about your partner.</p> <p>CSUSM Mission Statement auickwrite and generic lesson plan lecture.</p> <p>Lecture: Constructivist vs. behavioral theories of learning.</p> <p>Jigsaw learning-Slavin chapter, Student-centered and constructivist approaches to instruction. (Theme one)</p>	Introduction to cultural plunge assignment
09/11/03	<p>Reading: Chapter 11 from reader- <i>Creating learning environments</i> (Theme two)</p> <p>Reminder: Bring Choate text to class</p> <p>Lecture: What is a democratic classroom?</p> <p>Brainstorming activities- Classroom policies and procedures and what are the essential elements of a classroom "environment"?</p> <p>Group process: Develop rules for scenarios given to your group.</p>	Continue work on cultural plunge
09/18/03	<p>Reading: Chapter 7 from reader- <i>Access to the general education curriculum for all</i> (Theme three)</p> <p>Group process: What are the essential elements of differentiated instruction?</p> <p>Group work: Disabilities matrix assignment</p>	<p>Due: Cultural plunge</p> <p>Begin disabilities matrix assignment</p>

09/25/03	<p>Lecture: Managing the physical environment-considerations and design.</p> <p>Group work: Classroom map activity</p> <p>ESL Science CD vocabulary demonstration</p>	<p>Due: Disabilities matrix assignment</p> <p>Choose science experiment artifacts photograph, etc</p>
10/02/03	<p>Reading: Chapter 6 from reader- <i>Group differences</i> (Theme 5)</p> <p>Group Process: ESL science project</p> <p>Lecture: Case Analysis parameters</p>	
10/09/03	<p>Reading: Chapter 13 from reader- <i>Assessing student learning</i> (Theme 3)</p> <p>Group process- alternative assessments</p> <p>Lecture: Teaching demonstration parameters</p> <p>Group process: Rubric development- for teaching demonstrations</p>	<p>Create teaching demonstration groups</p>
10/16/03	<p>Lecture: Discipline vs. Punishment</p> <p>Work time: Be prepared to work on assignments in class</p>	
10/23/03	<p>Teaching demonstrations: All groups will teach to the group.</p> <p>Closure event: What have we learned? What do we want to learn next time?</p> <p>Let's party!</p>	<p>Due: Case analysis, ESL science project</p>

Addendum:

- Cultural plunge assignment
- Disabilities matrix
- Case analysis assignment
- Teaching demonstration assignment
- Rubric development assignment
- Classroom map assignment
- Generic lesson plan
- Clad competencies

Appendix A Cultural Plunge Assignment

Objective: The student will experience a cultural context that is unfamiliar to him/her in order to develop cultural competence.

Behavioral Outcome: The student will visit an unfamiliar cultural context and will write a report about the experience.

Step One: Consider the follow elements before visiting your cultural site.

- Think about qualities that constitute feelings of “unfamiliarity.”
- Define an unfamiliar experience.
- Anticipate opportunities for meaningful interaction.
- Research preliminary details (e.g., address, phone, date, time, attire, etc.
- Try to facilitate opportunities for meaningful interactions in this setting.

Step Two: The following are the guidelines for writing your Cultural Plunge Assignment:

Length: 3 to 5 pages.

In an essay form please respond to the following questions:

Where did you go to complete this assignment? (Describe the location fully)

When did you visit the group?

Why did you choose this place and/group to visit?

What did you experience?

What did you learn from the experience? In this section you will need to discuss your personal feelings and understandings.

How will this experience help you be a better teacher? Be specific. Simply stating that you have gained new insight is not sufficient. Please indicate how this experience will benefit your students and the curriculum you will one day create.

Assessment (variable % of course grade)

[1] It is expected that students will proofread and edit their assignments prior to submission. Students will insure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Refer to APA manual (5th edition) for guidance. Neglecting to do the above will impact the instructor’s ability to read and understand the text; the assignment’s grade may be negatively affected as a result of this oversight.

Appendix B

Disabilities Matrix Assignment

Objective: The student will demonstrate knowledge of U.S. special education disability categories, accompanying learner characteristics, and needed supports for success in general education

Behavioral Outcome: The student will apply their knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher's role in developing IEP by

- 1) creating a matrix of disabilities
- 2) creating a resource list of the special education and related services personnel in the school and in the school district upon whom they can call.
- 3) evaluating the assessment process in their school relative to assessment team member responsibilities, identifying learnings about the school's assessment processes and suggestions for improvement, if appropriate.
- 4) Evaluating an IEP meeting in terms of team communication, creative problem solving, and family centeredness.

Step One: Create a table, graphic organizer, or other visual representation of the special education disability categories you have studied in this course. Your table must take the form of a word-processed table or an Excel chart, or any other organizational scheme that clearly illustrates each of the following seven dimensions.

1. The name of the handicapping condition
2. A brief description of the learning and/or social behaviors associated with the disability
3. One assessment appropriate to use to determine the presence or degree of the disability
4. One typical adaptation/modification in **curriculum, materials, goals (content)**
5. One typical adaptation/modification in **classroom environment (process)**
6. One typical adaptation/modification in **teaching practices (process)**
7. One typical adaptation/modification in **assessments** required of the student (**product**)

You also will be assessed on the quality of the graphic presentation of the information.

Resources: Choate, J.S. (2000) *Successful inclusive teaching: Proven ways to detect and correct special needs* (3rd ed.) Boston: Allyn & Bacon. (ISBN 0-205-30621-7)

Chapters 2 & 15

Appendix C

Case Analysis Assignment

Objective: The student will observe a student with special needs and complete a report.

Behavioral Outcome: The student will observe a student with special needs and complete a report

Step One: To complete the case analysis you will need to do the following:

1. Observe in a K-12 public school setting.
2. Observe a child who you do not know personally, one who is not in your own class. The goal is to be an unbiased, objective observer. Objectivity is critical to a valid observation.
3. Observe a learner with special learning or social/behavioral characteristics (e.g., eligible for special education, eligible for Gifted and Talented services, the “invisible” child, an English language learner). The course instructor(s) will assign the “type” of learner you are to focus upon.
4. Observe in at least two settings. One setting should be the general education classroom. Another situation might be the playground, the Resource Room, art, music, or any other environment outside the general education classroom.
5. You do not need to spend an entire day observing. The total time of your observation can be between one to two hours.
6. It is NOT required that you see the child's records. Records are confidential, and you might not be able to get permission to see them. If you are able to see the child's records, it will enrich your experience.
7. Remember to keep all information about the student absolutely confidential. Confidentiality is the LAW! Use pseudonyms (false names) for the learner, the learner's teacher, and the school. Do NOT discuss specific details of your observation with ANYONE.
8. You are not required to observe an IEP meeting or an SST meeting.

Suggested Observation Report Format

Step Two: (In Step One of your report, please do not use any judgmental statements or opinions. Use only objective descriptions)

Child's name: (pseudonym)

Your name:

C.A.: (chronological age)
Grade: (current placement)

Observation Times/Dates:

Background Information

- Include preschool and school history available to you.
(Remember, do NOT identify the specific school or teachers by name. Use pseudonyms.)
- Include health issues - allergies, diagnosed ADHD, wears glasses, etc.
- Include known family information - siblings? - members of household?
- Has there been an SST conducted for the child? Does the child have an IEP?
Has the child been referred for testing?
How has the unique needs of the child impacted success/progress in school?
- Include absence/tardiness concerns, if any; previous teachers' comments

Placement:

To what grade and/or what special program(s) (e.g., speech class, RSP, SDC, Bilingual Education, GATE) is the student currently involved? For what portion of the school day is the child setting(s) other than the general education classroom?

Performance

Describe the general education classroom setting. Then describe the student's observed performance in this setting. Include precise behaviors that you observe, including body language of student, facial expressions, actions and activities in which s/he engages.

Describe the second setting. Then describe the student's observed performance in this setting. Include precise behaviors that you observe, including body language of student, facial expressions, actions and activities in which s/he engages.

Interactions

Describe the student's verbal, non-verbal, gestural and other interactions with *adults*.
Describe the student's verbal, non-verbal, gestural and other interactions with *classmates*.

Step Three: (This is the section in which you use your professional judgment and, therefore, may include opinions.)

What appears to be educational (e.g., literacy, writing, math, listening) and other (e.g., attention, social/emotional) needs of the student?

What recommendations do you have for supporting the student's success in the school environments that you observed? In what ways would you differentiate the content, instructional processes, and assessment procedures for the student to promote learning and active involvement in activities?.

Appendix D

Teaching Demonstrations Assignment

Objective: The student will demonstrate effective teaching through participation in a group teaching process.

Behavioral Outcome: Working in a group the student will teach a lesson to the class that incorporate Hunter's eight effective teaching elements. The teaching elements are anticipatory set, purpose, input, modeling, guided practice, checking for understanding, independent practice, and closure.

Step One: Form a group of four-five participants. It is your group's responsibility to teach the class a 10-15 minute long lesson that demonstrates effective teaching practice. In particular, you will demonstrate how well you can integrate Hunter's eight effective teaching elements.

Step Two: Your group will determine your target grade level and the subject you will teach. Plan to teach to the class as if we were young students. Outside of class your group will need to develop a lesson plan, coordinate materials, determine teaching roles for your lesson demonstration, and any other logistical points. It is a very good idea to practice your lesson beforehand. Your lesson will run more smoothly if you conduct a dry run to work out the sequence of the lesson, the transitions, and so forth. Also, remember that your lesson should incorporate Hunter's eight elements of effective teaching elements. As you plan, make sure you cover these elements and are able to articulate how you practiced these elements to the group.

Step Three: Write out a short lesson plan before you teach to the class. Your lesson plan must include the following: **objective, behavioral outcome, sequence, and closure**. Include in your plan the name and number of the California state teaching standards your lesson covers. Also, you need to include modifications you will undertake to accommodate both second language learners and special needs children. A short list of modifications at the bottom of the lesson plan is enough for the modifications. You will turn in your lesson plan to the instructor before you teach your demonstration lesson.

Step Four: Your group will teach your lesson to the group. After your lesson is completed, the class will fill out rubrics as an assessment of your work. We will also debrief after your lesson to discuss the overall effectiveness of your teaching. You will have the opportunity to answer questions from the class, articulate to the group the most positive aspects of your lesson, items you might change, etc. The class will give you the rubric sheets after the debriefing.

Appendix E
Rubric Development Assignment
Teaching Demonstrations

Objective: The student will learn how to create and use an assessment rubric to evaluate their own teaching and the teaching of other teachers.

Behavioral Outcome: As a part of a class assignment, the student will create an assessment rubric to evaluate their own teaching and the teaching of other students in class. The rubric will assess how effectively a student can integrate Hunter’s eight elements of effective teaching/lesson design: anticipatory set, purpose, input, modeling, guided practice, checking for understanding, independent practice, and closure.

Step One: As a class we will develop an assessment rubric for your lesson demonstrations to be conducted later in the semester. The rubrics will focus upon each of Hunter’s lesson design elements: anticipatory set, purpose, input, modeling, guided practice, checking for understanding, independent practice, and closure. For each of these elements (criteria) we will determine what constitutes satisfactory, needs improvement and exemplary. We will create a rubric grid together as we determine what our standards will be. The criteria for each of these elements are to be observable and obtainable. For example, below is an example of a section of a rubric for a fourth grade speech assignment. The section of the rubric addresses the element of *poise*:

Criteria	Needs Improvement	Satisfactory	Exemplary
Poise	The student does not stand erect, is clumsy with transitional phrases, and rushes through the speech	The student stands erect, is able to make transitions in the speech smoothly most of the time, and seldom rushes through the speech	The student stands erect, makes transitions in the speech that are smooth throughout the speech, and never rushes her speaking voice.

Step Two: The instructor will facilitate the rubric development. For each lesson element be prepared to discuss what criteria you believe constitutes satisfactory, needs improvement, and exemplary . The instructor will record the responses of the group. When the rubric is complete, a student will type up the rubric and copies will be made for all members of the class.

Step Three: The rubric we develop will be used to evaluate our lesson demonstrations. You will evaluate your colleagues’ teaching. On the day(s) of our teaching demonstration be prepared to fill out the rubric for lessons all the lessons taught.

Appendix F

Classroom Map Activity

Objective: The student will learn how to create an efficient classroom layout.

Behavioral Outcome: In a group, the student will create a classroom map that incorporates design elements for a productive learning environment.

Step One: Form a group, you will need to assign roles- facilitator, recorder, reporter, and participants. Your group is to create a large classroom map for an *ideal* classroom. You will draw your map on chart paper. Your map will be shared with the class at the end of the exercise. Please make sure your map is vivid and can be seen from a distance.

Think BIG!

Step Two: Work for twenty-thirty minutes on your group map. Remember, this map is meant to express an ideal classroom. Include all the bits you would love to have in your classroom: computers, art supplies closets, rugs, and the rest. In creating your map consider the following:

- Does this classroom provide enough space to a variety of learning activities?
- Does this classroom provide space for effective transitions?
- Is the flow of the classroom configured in such a way as to provide smooth transitions in and out of the classroom?
- Is your classroom teacher and kid friendly?

Step Three: Share your map with the group. Be sure to provide the group your rationale for why you placed items in your map as they are written. Hint: You may wish to include a legend in your map to help the reader.

Appendix G

Generic lesson plan format

I. CONSIDERATIONS BEFORE THE LESSON

Facts about the Learners

- Who are my students and how do they learn?
- What forms of communication do my students use?

Content/Context

- Content area(s) or discipline(s)
- Grade level(s)
- Content standards addressed
- Lesson's Objectives
- Prior knowledge and skills

Product/Assessments

- In what varied authentic ways will students demonstrate accomplishment of the objectives?
- What criteria will you use to judge students' success for each objective?

Management/Discipline Considerations

- What materials and resources are needed?
- How will you incorporate technology?
- How will you handle the room arrangement?
- How will you handle student grouping?
- How will you handle student transitions and misbehavior?

II. OPENING THE LESSON/ *INTO*

Anticipatory Set

1. How will you motivate and focus students?

III. PROCESS/STEPS OF INSTRUCTION/ *THROUGH*

Teacher Input

1. How will you describe and model skills?
2. How will you provide examples and non-examples?
3. How will you teach to the objective(s)?
4. How will you actively involve all students?
5. What will the teacher do?
6. What will the student do?

Guided Practice

1. How will students practice alone?
2. How will you check for understanding?

Independent Practice

- 1, Describe how this will occur in the lesson.

• Closure

1. How will you have students summarize their learning?

AFTER THE LESSON/ *BEYOND*

Transfer

1. How will you structure opportunities for students to continue practice and transfer learning?

Reflection

1. What went well in the lesson and was it relevant and worthwhile?
2. What evidence do you have that the lesson went well?
3. What changes will you make to enhance learning?
4. What benefits do these changes have for the students and your effectiveness as a teacher?

**Appendix H
Clad Competencies**

TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	TEST 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 and <u>content</u> 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