California State University, San Marcos
College of Education
Fall 2003
CRN: 42616
University Hall 439
Monday 5:00-7:45 p.m.

EDUC 624: Knowledge Construction and Individual Difference

Instructor: Gilbert Valadez, Ed.D.
Phone: Office- 760-750-8514
E-mail   gvaladez@csusm.edu
Office Hours: Monday 10:00 a.m.- 2:00 p.m.
Class Dates: August 29- December 12, 2001

Mission of the College of Education at CSUSM

The mission of the College of Education community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning, and service. We value diversity, collaboration, professionalism, and shared governance.

CLAD Emphasis

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.

Course Description

In this course we will be examining the instruction and application of cognitive strategies in classroom contexts. Areas of study include: assessment, strategies for learning, thinking, and problem solving; metacognitive and strategy monitoring; self-regulated learning; models of successful strategy instruction; multicultural/bilingual and special population aspects of strategy use; the role of attitudes, beliefs, and feelings. Current research, techniques, issues, and perspectives in instruction are explored.

Required Texts

Wiggins, G. and McTighe, J. (1998) *Understanding by design* Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. (1998) *Educative assessment* : Designing assessment to inform and improve student performance San Francisco: Jossey-Bass.

Tentative Class Outline

Date	Topic and presentation assignments	Presenter(s)
09/08/03	**Introduction**: Course outline and community building	Dr. Valadez
09/15/03	**Course objective alignment:** What is assessment and how is it connected to teaching and learning?	Dr. Valadez
09/22/03	**Group process**: The futility of trying to teach everything of importance by Grant Wiggins.	Dr. Valadez
9/29/03	**Chapters one and two presentation**: *Educative assessment: A vision and ensuring authentic performance*	Group 1
10/6/03	**Chapter three presentation**: *Providing ongoing feedback*	Group 2
10/13/03	**Chapter four presentation**: *Promoting student understanding*	Group 3
10/20/03	**Chapter five presentation**: *Standards and criteria*	Group 4
1027/03	**Chapter six presentation**: *Individual performance tasks*	Group 5
11/03/03	**Chapter seven presentation**: *Scoring rubrics*	Group 6
11/10/03	**Chapter eight presentation**: *Portfolio as evidence*	Group 7
11/17/03	**Chapter nine presentation**: *Curriculum and instruction*	Group 8
11/24/03	**Work groups**: Use this time to work on personal portfolio	Entire class
12/3/03	**Chapter ten presentation**: *Grading and reporting*	Group 9
12//10/03	**Chapter eleven presentation**: *Teaching and accountability*	Group 10
12/17/03	**Group debriefing**: To what extent did we meet our class research goals? **Note**: The chapter presentation correspond to the chapter headings from the Grant Text: Educative assessment: Designing assessments to inform and improve student performance.	Entire class

Assignments:

Group Presentations: See Appendix B.

Personal Portfolio: See Appendix C

Participation

Grading Table

Assignment	Grade Points
Portfolio	50
Group Presentation	30
Class Participation	20
Total	100

Grading Scale

A= 100-93, A-= 90-92, B= 83-89, B- 80-82, C= 72-79

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

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 complete a different assignment.

Addendum:

CLAD alignment document
Group Presentation Guidelines
Portfolio Assessment Modules
Group Presentation Evaluation Sheet

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 both English language development and 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

Appendix B
Group Presentation Guidelines

Each student in this course will teach one full class session of the seminar. Presentation groups will present a chapter from the Wiggins text, *Educative assessment: Designing assessment to inform and improve student performanc*e as indicated in the class outline. The presentation groups will consist of two students. The responsibilities of the group are as follows. Each group will:

    A. Present the content of the assigned chapter to the class in a interesting and meaningful way.
    B. Demonstrate (model) effective assessment strategies throughout the presentation.
    C. Provide the professor with an annotated bibliography of at least four related sources to the topic covered in the presentation. (These annotations will be presented to the professor at the conclusion of the presentation.
    D. Provide the professor (in your personal portfolio) with sample of all assessments used during the presentation (See Appendix C).
    E. Distribute and collect evaluation forms from the participants that will be included in your personal portfolio (See: Appendix D).

Also, please note that each student will complete a group presentation evaluation form (Appendix D) that will be placed into your personal portfolio. Refer to Appendix C for details about how to included this form in your portfolio. Remember that your presentation should be interactive and engaging. Your colleagues in the seminar will need to engage in some kind of performance assessment related to the topic(s) you will present in class.

The manner in which the presentation is conducted is entirely up the presenters. The presenters may wish to put on a play or have he students participate in a "fish bowl" activity. Discussion formats are a favorite. Whatever the case, the presentation has to model an assessment strategy as much as inform the students.

Appendix C
Portfolio Assessment Modules

In this course you will be compiling a personal portfolio of your learning from this course and all the courses you have completed in the Teaching, Learning, and Leadership Master's program thus far. Each module will consist of either artifacts from your practice and/or reflections about course contents and presentations. Please note that a substantial portion of your grade will be derived from the work you present in this portfolio. Great emphasis will be placed on how course content has transformed your practice and philosophy of teaching and learning. Be mindful of what you include in this portfolio and please give detailed reflections. The content of each module is as follows:

Module One: Personal reflection and assessment rationale module

In this module you are to provide an in-depth reflection about your class presentation and the assessment strategies you used for the presentation. The module will consist of three sections. The first section will be a reflection about the presentation in general. You will need to address the following elements, which are written here in the form of questions:

A. How did the presentation go overall? Was the presentation professionally handled- smooth transitions, good discussion, active participation, etc.?
B. Did this presentation address the course goals as created by the group at the beginning of the semester?
C. What might you change if you were to present this material again?

The second section of this module will be a compilation of each of the assessments used during your presentation. Your assessments should be on-going in that they occur during the entire presentation. At least one of your assessments needs to be a *performance assessment* as described by Grant (1998). For each assessment given you will need to provide a written statement about why the assessment was selected/created etc as well as a statement of the assessments overall effectiveness in terms of student learning. For each assessment answer the following:

A. Given the learning goals, why was this assessment chosen for this presentation?
B. Did the assessment provide a clear picture of student learning? Why or why not?
C. How would you have changed the assessment in future?
D. Did you cover any new ground in using this assessment? Will you considering using this assessment in your classroom? Why or why not?

Finally, the third section will include one half of participant evaluation forms in this module(Your partner will use the other half of the evaluations). Please write a paragraph or two about the evaluations describing what you believe the participants learned from your presentation as well as a synopsis of their overall evaluation of your performance, etc.

Module Two: Course Outcome Statement

In this section you be expected to provide a statement or artifact describing your learning in this course. The form of this artifact is up to you. You may wish to compile new assessment tools you have developed for your teaching. You may also wish to write a dialogue or create concept map that illustrates your new understanding about what you have learned in this course. If you choose to write a reflective statement, you will not need to write more than five pages. If you write a reflection please write about 5-6 pages.

Module Three: Cumulative Assessment of Teaching, Learning, and Leadership courses

In this module you will assess you learning from all the courses you have completed in the master's program to date. This section will provide you the opportunity to reflect more deeply on course content and on the manner that courses have influenced your thinking about teaching and teaching practice. The organization of this module with consist of the following:

A. A list of the courses you have completed in the master's program to date.
B. For each course provide a brief description of the course. You may use the statement from the syllabus.
C. Describe what new learning took place for you as a result of participating in this course.
D. Describe what change, if any, has transpired in your teaching practice as a result of participation in the course. Please provide a detailed account of this change. If possible, provide student work that reflects the changes in your teaching.
E. Provide a statement about what you now believe are the major understandings about teaching and learning that you have attained as a result of your experience so far in the master's program. In this statement provide examples of course work and teaching practices you have developed so far.

Please rate the presentation on a scale of 1 to 5, with 5 being the highest rating, for each of the following:

How engaging was this presentation?	1	2	3	4	5
How organized was this presentation?	1	2	3	4	5
How effective were the presenters in modeling effective assessment strategies?	1	2	3	4	5
How effective were the presenters at providing on-going feedback to the participants?	1	2	3	4	5
What is your overall rating of this presentation?	1	2	3	4	5

Briefly, write down any new learning that occurred as a result of this presentation:

How, if at all, has this presentation given you insight into your own teaching practice? What elements from the presentation might you include in your own classroom?

Other comments: