



EDUC 370
Leadership Foundations for Teaching Diverse Students
CRN #45600
Fridays
12:00 pm – 12:50 pm
CSUSM University Hall 444
Fall 2013

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 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

Required Texts

CSET Online Test Prep Tutorial

This text is \$50 per semester.

Readings posted on Cougar Course website

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. 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

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.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

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 – *unacceptable*, *initial target*, and *advanced target*. 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. Candidates are expected to meet the level of *initial target* during the program.

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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

This Course: Absences and late arrivals/early departures will affect the final grade.

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 Requirements

ASSIGNMENT DESCRIPTIONS

Professional Portfolio for the Credential Programs Pathway

During the semester, you will create a professional portfolio for the credential programs pathway. From the instructor, you will receive guidance on creating your professional portfolio and how to fulfill each requirement on the credential programs pathway. The portfolio consists of three main components: 1) the checklist for the credential programs pathway; 2) the goals for my pathway form; 3) the evidence of completing each pathway requirement. Your portfolio will be submitted 3 times per semester (beginning, middle, end). The portfolio prompts your planning to complete pathway components. You complete a planning checklist for the semester that outlines your pathway goals. For each item on the checklist, you gather evidence to show that you have it completed. The portfolio allows you to exhibit your achievements and successes you have made as you fulfill each component along the “Credential Programs Pathway for Mini-Corps.” Your portfolio exhibits the understandings and knowledge you have gained throughout your journey on the pathway. This portfolio will be the beginning of your professional portfolio which you will develop further in the credential program. The professional portfolio must be submitted both at mid-term and at the end of the semester.

Test Preparation

During the semester, you will engage in test preparation activities that will support you in passing the tests required for entry in the CSUSM credential programs, such as CBEST and CSET tests. You will become familiar with testing schedules and registration procedures. You will develop a plan for when to take the test(s) and for when it is appropriate for you to register. You will use the text, CSET Online Test Prep Tutorials by SDCOE, to study for the CSET tests and complete assignments on the CSET online test prep website. For example, you will complete practice tests and submit responses to forums by the due dates specified in the syllabus.

California Mini-Corps (CMC) Reflective journal

CMC undergraduates are required to maintain an on-going journal of reflections related to your tutoring experiences. The purpose of this assignment is to provide CMC tutors the opportunity to reflect on their Mini-Corps tutoring experiences in light of what you are learning about pedagogy in the class. Bring your journal with you to each class session and be prepared to converse with others about your reflections.

Write about your daily experiences with the children you are tutoring as part of your Mini-Corps tutoring: what you did, what you observed, what you think about, what challenges or issues you encounter, what successes you see, what things have gone well. Reflect on these experiences in terms of how they relate to the topics of pedagogy for diverse students that are addressed in this course. Please remember to date each of your journal entries. You will submit your on-going journal entries several times throughout the semester. See the course schedule for due dates.

California Mini-Corps (CMC) Lesson Activity

CMC undergraduates complete a lesson activity. The lesson activity familiarizes you with the components of effective lessons and prepares you for effective teaching as a Mini-Corps tutor. During the semester, you may submit either Lesson Activity Option 1 or Lesson Activity Option 2. Option 1 is a lesson that you develop based on an in-class activity during an ED 370 class session. Option 2 is a lesson you prepare for teaching a lesson that will be 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 Activity: Option One**

Use the “teach to the objective template” to organize your lesson activity. Be prepared to demonstrate your lesson with your partners during the class session.

Teach to the Objective Template

My Name	
Classroom Info, Grade level, Subject area:	
Strategy name	
Description of strategy & objective	
How I model the strategy	
Step-by-step	
How student & I do it together	

- **Lesson Activity Option Two**

Use the “lesson design template” to prepare a lesson to teach students in the classroom where you tutor. This lesson will be observed by the Mini-Corps Coordinator. Submit your lesson design to the EDUC 370 cougar course and also in hard copy to your Mini-Corps Coordinator at least 24 hours prior to your observation.

Lesson Design Template

Components	Description
My name, Date	
Standard(s)	
Objective(s)	
How I teach the objective to student	
How I assess student progress in lesson	

California Mini-Corps Classroom Observation Reports

CMC undergraduates conduct classroom observations at their tutoring placements and write an observation report. You will write an observation report for at least one of the educational settings in which you observed. The goal is to observe and reflect on the various educational settings in which you observe and tutor.

During the semester, you observe in an educational setting using the “Observation Focus Areas Guide” to guide your observation. Then, you reflect on your observation and write an observation report using the “Classroom Observation Report Template.” Be sure to specify which type of educational setting in which you observed. The types of settings include:

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)

Each classroom observation report will follow the format below and will be approximately 500 to 1,000 words in length. Respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

Observation Report Format

Name:

Required Setting (Elementary, Middle, High, Special):

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 the “observation focus areas guide”).

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 class & workshops.

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.

Observation Focus Areas Guide

The following is a list of areas to focus on when you are observing in an educational setting. You may wish to focus on one or more of these areas during observations. Some areas will require you to obtain information from the teachers and some will be evident while observing.

Room arrangement (The physical lay-out of the room: does it support or get in the way of instruction? do the students move around the room for different phases of instruction?).
Classroom rules and procedures (Are daily routines clear? Are rules posted? Who generated the rules? Are routines consistent? Do students seem to know what the teacher expects?)
Organizing student work (How do students submit finished work? How does the teacher return work? Are there provisions for redoing/resubmitting work?)
Behavior management strategies (How does the teacher get compliance from the students in the area of acceptable behavior? Do students understand expectations? Is the teacher consistent?)
Planning for instruction (Is there evidence of lesson planning? Does the teacher do long range and short range lesson planning? Are instructional materials readily available?).
Conducting instruction (Does the teacher make provisions for active learning? How does the teacher view his/her role during instruction? What materials were used in the course of the lesson? What various instructional approaches are used?)
Managing small groups (Are there any small group instructional sections? How are students selected for small groups [assigned/choice; heterogeneous/homogeneous]? are the small groups permanent or flexible? what are the students doing who are not involved with the teacher?).
Classroom diversity (How diverse are the students—in ability, learning styles, ethnicity, linguistic background, socioeconomic status? How does the teacher attend to differences and adapt instruction?)
Students (How do you think students perceive their roles as learners in the room? What opportunities do they have for interactions with each other? Are students active participants in the learning process?).
Communication skills (Comment on the clarity of instructions. Do students understand what they are to do when a sequence of instructions are given? Does the teacher depend only on verbal communication skills or are there also visual prompts to accompany verbal instructions?)
Evaluating student progress (How does the teacher know if objectives for instruction have been met? Does the teacher ask for response to oral or written questions during the lesson? What “counts” for grading purposes: worksheets, homework, tests, portfolios, presentations, projects?)
Flexibility (What evidence of flexibility do you see in the teacher's behavior and the learning environment? Does the teacher use student remarks or interest to "reroute" or enhance a planned lesson?).

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

CMC Classroom Observation Report	10 points
CMC Lesson Activity: Option 1 or Option 2	15 points
CMC Reflective Journal (on-going)	15 points
Test Preparation _ CBEST; CSET Online Tutorials	30 points
Professional Portfolio for the Credential Programs Pathway:	30 points
Total points	100

ED 370 Course Schedule for Fall 2013

Date	Topic	Assignment
Session 1 Sept 6, 2013	<p>Topics of Study: Professional Portfolio for credential programs pathway checklist & goals form</p> <p>Topic Activity: Complete pathway checklist and write goals Intro to CSET test prep tutorials</p> <p>Assignment Support Reflective journal & Test Prep tutorials Identifying a Smart Goal</p>	<p>DUE: Pathway checklist and goals form</p>
Session 2 Sept 20, 2013	<p>Topics of Study: Lesson design for effective instruction of diverse students Intro to Common Core Standards & ELD Standards Development of SMART Goal</p> <p>Topic Activity: Lesson activity: practicing planning components of effective lesson design for teaching lessons connected to the standards</p> <p>Assignment Support: Scheduling formal lesson observations CSET Tutorials getting started</p>	<p>DUE: CMC Journal DUE: Log-on to CSET Test Prep Tutorials</p>
Session 3 Oct 4, 2013	<p>Topics of Study: Effective Classroom Management with diverse students in whole group, small group and one-to-one instructional settings (building relationships and community)</p> <p>Topic Activity: Developing and sharing my classroom management strategies toolkit</p> <p>Assignment Support Classroom observation report Draft of SMART Goal</p>	<p>DUE: CMC Journal</p>
Session 4 Oct 18, 2013	<p>Topic of Study: Intro to ELA Common Core standards Writing instruction strategies for diverse students, including bilingual students learning English as a second language (idea & organization, sentence & paragraph)</p> <p>Topic Activity: Developing and sharing my writing instruction strategies toolkit.</p> <p>Assignment Support: CSET Check-in</p>	<p>DUE: CMC Journal</p> <p>DUE: Professional Portfolio Credential program pathway checklist & goals form</p> <p>DUE: Responses to forums for CSET online tutorials that you studied Practice quiz(es) for CSET online tutorials that you studied</p>

<p>Session 5 Nov 1, 2013</p>	<p>Topic of Study: CCSS writing instruction strategies for diverse students, including bilingual students learning English</p> <p>Topic Activity: Lesson activity option 1 for teaching a writing strategy lesson</p> <p>Assignment Support: Classroom Observation Report Home visits: school-parent connections</p>	<p>DUE: CMC Journal</p>
<p>Session 7 Nov15, 2013</p>	<p>Topic of Study: Intro to Match Common Core Standards Math instruction strategies for diverse students, including bilingual students learning English as a second language (“Equals” strategies)</p> <p>Topic Activity: Developing and sharing my math instruction strategies toolkit.</p> <p>Assignment Support: CSET Check-in Lesson Activity Check-in</p>	<p>DUE: CMC Journal</p>
<p>Session 8 Nov 29, 2013</p>	<p>Topic of Study: CCSS math instruction strategies for diverse students, including bilingual student learning English</p> <p>Topic Activity Lesson activity option 1 for teaching a math strategy lesson</p> <p>Assignment Support: Professional Portfoliio</p>	<p>DUE: CMC Journal DUE: Classroom Observation Report</p>
<p>Session 9 Dec 6, 2013</p>	<p>Topic of Study: Professional Portfolio for credential programs pathway checklist & goals form</p> <p>Topic Activity: Complete pathway checklist and write goals Debrief use of CSET test prep tutorials</p> <p>Assignment Support: End of semester paperwork</p>	<p>DUE: Professional Portfolio Credential program pathway checklist & goals form DUE: Responses to forums for CSET online tutorials that you studied Practice quiz(es) for CSET online tutorials that you studied DUE: Lesson Activity</p>