CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION

Leadership Foundations for Teaching Diverse Students
Education 370
Fall 2012
Fridays, 2:30 – 3:30

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School of Education Mission Statement

The mission of the School 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

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

Course packet from Copy serve

Additional readings on Cougar Course moodle 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

Classroom Observation Reports	20 points
Attendance & Participation	20 points
Reflective Journal	20 points
Lesson Activity	20 points
Professional Portfolio	20 points

ASSIGNMENT DESCRIPTIONS

Attendance and participation

This course will consist of a lecture on the scheduled class days as well as a schedule of field work. Each class session includes interactive activities. You are required to attend class sessions on a regular basis and participate in all class activities. The evidence of participation that you generate during class activities should be entered into the professional portfolio and submitted to the professor both mid-semester and at the end of the semester. After two absences students cannot obtain full credit for course.

Classroom observation reports

Students conduct classroom observations and write observation reports. During the semester, you observe two educational settings 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." Write one observation report for each educational setting in which you observed. The goal is to observe and reflect on various educational settings.
Select from the following list of the educational settings for your two observations:
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)

CLASSROOM OBSERVATION REPORT TEMPLATE

Your name	
School Name	
Type of Classroom	
Date	
Teacher / Student ratio	
Demographic characteristics	
Assumptions/Expectations/Questions I have about this observation (concerning the teachers, students, class, etc.):	
Focus of observation/Description (highlights) of what I saw around this focus:	
Analysis of observation—connect back to course work and to above assumptions, expectations and/or questions:	
Questions for discussion or exploration:	

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?).

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Reflective journal

For this course, students maintain a journal of reflections. The purpose of this assignment is to provide students the opportunity to reflect on their Mini-Corps tutoring experiences in light of what they 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 experiences with the children you are tutoring as part of your Mini-Corps experience: what you did, what you observed, what you think about, what difficulties you are experiencing, problems you want to bring to the group, as well as successes and things that 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. The journal will be due for submission at the end semester.

Lesson Activity

Each of you individually will prepare for teaching a lesson in the educational setting where you tutor. You may submit either Option 1 – a "teach to the objective" instructional strategy to be demonstrated in class or Option 2 - a lesson design 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.

Option 1
Use the "teach to the objective" template to write a one page description of the instructional strategy and to prepare for your presentation in class.

Teach to the Objective Template

My Name	
Classroom Info Grade level: Subject area:	
Strategy name	
Description of strategy	
How I model the strategy Step-by-step	
How I engage child in doing it together with me	

Option 2
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 in digital format to the EDUC 370 cougar course cougar course and also in hard copy to your Mini-Corps Coordinator when he comes to observe you.

	LESSON DESIGN
Components	**Description of components**
Objective	
Anticipatory Set	
Teach to the Objective	
Guided Practice	
Closure	

Professional Portfolio

Throughout each semester that you take this course, you will continue to compile a professional portfolio in a 3-ring binder or in a digital/electronic online format. For the portfolio, you need to gather evidence of completing the components of the "Credential Programs Pathway for Mini-Corps." During the course, you will receive guidance as to the components of the pathway that correspond to your year/semester of college.

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.

<div align="center">UNIVERSITY REQUIREMENTS</div>

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS), CRA 4300. This office 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.

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 student 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.

Students with Disabilities Requiring Reasonable Accommodations
Students 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. 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.

Use of Technology:
Students 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.

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? How can I make my meaning clear?
> 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.

Date	Topic	Assignment
Session 1 Sept 7, 2012	School placements CA Mini Corps program requirements Look at list of students Start identifying Smart Goal Intro to Credential Programs Pathway Home visits: school-parent connections Assignment description: Professional portfolio Reflective journal	**DUE**: School Placement Schedule **DUE**: Pathway Pre-Assessment
Session 2 Sept 14, 2012	Exploring Lesson Design Collaborating in the Classroom Development of SMART Goal Assignment description: Classroom Observation Reports Intro to online CSET test prep tutorials Explain SMART Goal	Readings from course packet **DUE**: Pupil Service form
Session 3 Sept 28, 2012	Language Acquisition Processes Process of Reading Classroom Management Assignment Description: Lesson Activity Online CSET test prep tutorial	Readings from course packet **DUE**: SMART Goal draft
Session 4 Oct 12, 2012	Literacy Standards & Pedagogy Writing Development Smart Goals Assessment & CELDT	Readings from course packet **DUE**: CELDT Scores for one student you work with
Session 5 Oct 19, 2012	Math Standards & Pedagogy "Equals" CSET test prep session Assignment Check-in: Portfolio- components on the "pathway" CSET test prep tutorial Lesson Activity Classroom Observations	Readings from course packet **DUE**: Professional portfolio (first half)
Session 6 Nov 2, 2012	Writing Development Lesson Design & instructional strategies	Readings from course packet **DUE**: Lesson activity presentations
Session 7 Nov 16, 2012	Technology for teaching and learning Writing Development	Readings from course packet **DUE**: Lesson activity presentations

Session 8 Nov 30, 2012	Role Modeling & Advocacy Writing Development CSET test prep tutorial session	Readings from course packet **DUE:** Classroom Observation Reports
Session 9 Dec 14, 2012	Course Debrief Gallery walk of professional portfolios achievements	**DUE**: Reflective journal **DUE:** Professional portfolio (all) **DUE:** End of semester paperwork