

**California State University, San Marcos**  
**College of Education**  
**Fall 2004**  
**CRN: 41692**  
**Oceanside High,**  
**Oceanside, California**

**EDUC 624: Knowledge Construction and Individual Difference**

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Office Hours: Monday 10:00 a.m.- 2:00 p.m. and by appointment  
Class Dates: August 30- November 6, 2004

**Mission of the College of Education at CSUSM**

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 ongoing service. Our practices demonstrate a commitment to student centered education, 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 and Internet Services**

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.

Register to **TaskStream** at [www.taskstream.com](http://www.taskstream.com) by **September 10, 2004**

### Tentative Class Outline

Date	Topic and presentation assignments	Presenter(s)
08/30/04	<b>Introduction:</b> Course outline and community building	Dr. Valadez
09/7/04	<b>Group process:</b> "The futility of trying to teach everything of importance" by Grant Wiggins.	Dr. Valadez
09/4/04	<b>Group process:</b> Wiggins' and McTighe, <i>Understanding by Design</i> . Theoretical Framework for embedded assessments. Read Chapters 1-4 of text.	Dr. Valadez
10/01/04	<b>Group process:</b> Backward Design unit workshop. For this workshop you are to bring a unit you currently teach to rework using the backward design model. Read Chapters 7-10 of text, <i>Understanding by Design</i> .	Entire class and Dr. Valadez
10/02/04	<b>Group process:</b> TaskStream workshop. For this workshop please bring a disk or CD with an artifact or paper from your EDUC 602 class. We will be using computers and practicing how to use TaskStream during this class session.	Entire class
	<b>Chapters one and two presentation:</b> <i>Educative assessment: A vision and ensuring authentic performance</i>	Group 1
10/15/04	<b>Chapter three presentation:</b> <i>Providing ongoing feedback</i>	Group 2
10/16/04	<b>Chapter five presentation:</b> <i>Standards and criteria</i>	Group 3
	<b>Chapter six presentation:</b> <i>Individual performance tasks</i>	Group 4
11/05/04	<b>Chapter seven presentation:</b> <i>Scoring rubrics</i>	Group 5
11/06/04	<b>Chapter nine presentation:</b> <i>Curriculum and instruction</i>	Group 6
	<b>Chapter ten presentation:</b> <i>Grading and reporting</i>	Group 7
	<b>Note:</b> Backwards Designs Units are Due	

	<p><b>Note:</b> Below are the due dates for submissions to TaskStream:</p> <table border="0"> <thead> <tr> <th data-bbox="375 338 808 380"><u><b>Due Date</b></u></th> <th data-bbox="808 338 1195 380"><u><b>Course number</b></u></th> </tr> </thead> <tbody> <tr> <td data-bbox="375 411 808 453">October 09, 2004</td> <td data-bbox="808 411 1195 453">EDUC 602</td> </tr> <tr> <td data-bbox="375 485 808 527">October 23, 2004</td> <td data-bbox="808 485 1195 527">EDUC 604</td> </tr> <tr> <td data-bbox="375 558 808 600">November 05, 2004</td> <td data-bbox="808 558 1195 600">EDUC 620</td> </tr> <tr> <td data-bbox="375 632 808 674">November 19, 2004</td> <td data-bbox="808 632 1195 674">EDUC 622</td> </tr> </tbody> </table> <p><b>Lunch List:</b></p> <p>October 2, 2004- Lisa, Amy, Joanne, Julie and Brian</p> <p>October 16, 2004- Bonnie, Lydia, Don, Cheree and Karen</p> <p>November 6, 2004- Dr. V., Robert, Debi, Arleen and Amanda</p>	<u><b>Due Date</b></u>	<u><b>Course number</b></u>	October 09, 2004	EDUC 602	October 23, 2004	EDUC 604	November 05, 2004	EDUC 620	November 19, 2004	EDUC 622	
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November 19, 2004	EDUC 622											

**Assignments:**

**Group Presentation:** See Appendix B. **Due Date:** See class schedule

**Presentation Reflection:** See Appendix C **Due Date:** November 12, 2004

**TaskStream Portfolio:** See Appendix C **Due Date:** See class schedule or Appendix C

**Backward Design Unit:** See Appendix C **Due Date:** November 6, 2004

**Participation**

## Grading Table

Assignment	Percentage Points
Group Presentation	25
Presentation Reflection	15
TaskStream Portfolio	25
Backward Design Unit	25
Participation	10
<b>Total</b>	<b>100</b>

## 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:

A: CLAD alignment document

B. Group Presentation Guidelines

C. Project Descriptions:

Presentation Reflection, TaskStream Portfolio, and Backward Design Unit Plan

D. Group Presentation Evaluation Sheet

**Appendix A**  
**Clad Competencies**

<b>TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>TEST 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
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
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	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	<b>III. Cultural Contact</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact

<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> State mandates	<b>B.</b> Stages of individual cultural contact
<b>D.</b> Pedagogical factors affecting first- and second-language development	<b>D.</b> Limitations of assessment	<b>C.</b> The dynamics of prejudice
<b>E.</b> Political factors affecting first- and second-language development	<b>E.</b> Technical concepts	<b>D.</b> 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 performance* as indicated in the class outline. The presentation groups will consist of one to three 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 copies of all assessments used during the presentation
- E. Distribute and collect evaluation forms from the participants that will be included in your personal portfolio (See: Appendix D).

Please note each student will complete a group presentation evaluation form (Appendix D) that will be turned in with your personal reflection. Refer to Appendix C for details about how to include this form in reflection. 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 the 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 Project Descriptions

The following is the description of course projects for this course.

### **One: Group presentation reflection**

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 reflection 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. Answer the following questions for each of your assessments:

- 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(s) 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.

### **Two: Backward Design Unit Plan**

This project will require you to rewrite a unit you currently teach or plan to teach using Wiggins' Backward Design methods. You will first need to decide which unit you would like to rework. We will be sharing our units in class and we will work on rewriting our units collaboratively. The format for writing our units will be taken directly from the



Wiggins' text *Understanding by Design*. You will be instructed on the methodology during class time. You will also have your text as a guide in creating a backwards design unit plan. At the end of the semester you will submit a copy of the rewritten unit.

### **Three: TaskStream Portfolio**

In this project you will log on and register to TaskStream ([www.taskstream.com](http://www.taskstream.com)). You will have to be registered on TaskStream by **September 10, 2004**. Late entries will affect the grade by a point a day until you are registered. Once you have registered with TaskStream we learn together how to make entries into your electronic portfolio during a scheduled class session. After the session you will work on your portfolio at home.

To complete the Taskstream portfolio you will make entries for each of the classes you have taken so far in the Teaching, Learning and Leadership master's program. You will see that there are present in the grid all five of the standards for the National Board Certification. Beneath each standard is a list of the required courses for the master's degree option in Teaching, Learning and Leadership. Your assignment will be to fill in the grid with both text and attachments for all five standards for the courses you have taken so far in your program.

For most of you the list of courses should include: EDUC 604, EDUC 604, EDUC 620 and EDUC 622. In order to provide more time for interactive responses from me you will follow a schedule of submission to TaskStream over the course of the semester. The following are the due dates for your submissions by course number. You may wish to submit more than what is listed. You are, however, required to have the listed submission by the date assigned. Here is the schedule:

<u>Date</u>	<u>Course number</u>
October 09, 2004	EDUC 602
October 23, 2004	EDUC 604
November 05, 2004	EDUC 620
November 19, 2004	EDUC 622

Note: If you have not taken these four courses yet you can make arrangements with the instructor to address your needs.

**Appendix D**  
**Group Presentation Evaluation Form**

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: