

Course & Section Nos.	EDUC 370
Course Title	Leadership Foundations for Teaching Diverse Students
Class Roster No.	42736
Course Day(s)	Fridays
Time	3:00-3:50pm
Course Location	UH 441
Semester / Year	Fall 2016
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WELCOME

Welcome to a new school year. I hope you are excited to learn and work together.

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

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

Leadership Foundations for Teaching Diverse Students

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.*

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 Prerequisites

None

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.

Unique Course Requirements

Students need to be helping in classrooms during the school day.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Put Reading First; Step Up to Writing

COURSE LEARNING OUTCOMES

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

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)	Due Date
Session 1 9/9/16	<p>Topics of Study: Professional Portfolio for credential programs pathway checklist & goals form Professionalism</p> <p>Topic Activity: Complete pathway checklist and write goals</p>	Reflective journal	9/9/16
Session 2 9/23/16	<p>Topics of Study: Classroom Management ELA-Focus on Reading (phonics/fluency)</p> <p>Topic Activity: Developing and sharing my writing and reading strategies toolkit</p>	Reflective journal Pathway checklist & goals form	9/23/16
Session 3 10/7/16	<p>Topics of Study: ELA-Focus on Reading (vocabulary development) CBEST and CSET Lesson design for effective instruction of diverse students</p> <p>Topic Activity: Lesson activity: practicing planning components of effective lesson design for teaching lessons connected to the standards</p>	Reflective journal Schedule formal lesson plan	10/7/16
Session 4 10/21/16	<p>Topics of Study: ELD-Scaffolding/Graphic Organizers PLC-SMART Goal Lesson Planning</p> <p>Topic Activity: Developing and sharing my writing and reading strategies toolkit</p>	Reflective journal	10/21/16

Date	Topic	Assignment (if any)	Due Date
Session 5 11/4/16	<p>Topics of Study: Types of Assessments Progress monitoring reading comprehension strategies</p> <p>Topic Activity: Lesson activity: practice planning components of effective lesson design for teaching lessons connected to the standards</p>	Reflective journal	11/4/16
Session 6 11/18/16	<p>Topics of Study: Math instruction strategies for diverse students ELD-Academic vocabulary/Sentence frames</p> <p>Topic Activity: Developing and sharing my mathematics strategies toolkit</p>	Reflective journal Explore Standards on http://www.cde.ca.gov/re/cc/ Classroom Observation Report	12/2/16
Session 7 12/2/16	<p>Math-Family Math ELA-intervention strategies Cultural Competency</p> <p>Topic Activity: Developing and sharing my mathematics strategies toolkit</p>	Reflective journal	12/2/16
Session 8 12/9/16	<p>Topic of Study: Professional Portfolio for credential programs pathway checklist & goals form</p> <p>Topic Activity: Complete pathway checklist and write goals Debrief</p>	Reflective journal Pathway checklist & goals form Lesson Activity	12/9/16

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

CMC Classroom Observation Report	10 points
CMC Lesson Activity	15 points
CMC Reflective Journal (on-going)	15 points
Test Preparation _ CBEST	30 points
Professional Portfolio for the Credential Programs Pathway:	30 points
Total points	100

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

Final Exam Statement

There will be no final exam for this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Policy on Late/Missed Work

Late work will only be accepted at the next meeting date.

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.

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 will submit a lesson activity you prepare for teaching a lesson that will be observed by the Mini-Corps Coordinator in the school setting. The lesson activity should incorporate what you are learning about supporting the learning of culturally and linguistically diverse children and connecting with their families. The lesson 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.

Use the "Clinical Teaching Lesson Planning Sheet" to organize your lesson activity. Be prepared to demonstrate your lesson with your partners during the class session. 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

Name: _____ Date: _____

CLINICAL TEACHING LESSON PLANNING SHEET

Lesson Title: _____

Grade: _____

Subject: _____

Standard(s): _____

Objective: ___ *Students will...* _____

Instructional Input:

Materials: ___ *What things are you going to need?* _____

Strategies: ___ *What strategies will you be using?* _____

Anticipatory Set: ___ *How are you going to get them excited/ ready for the lessor? (your attention getter)* _____

Procedures: *(Step-by-step of how your lesson will be carried out. Do not forget modeling (you do it, they watch), guided practice (you do along with the students) and independent practice (students do it alone)).* _____

Check for understanding: *How will you know the students are getting it?* _____

Closure: ___ *How are you going to end the lesson?* _____

Evaluation/ Assessment: ___ *How do you know the students understood the 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?).

GENERAL CONSIDERATIONS

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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 Disabled 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of two hours of learning outside of the classroom each week.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all 1 unit courses must have a writing component of at least 850 words (approximately). This will be met through written assignments.

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.