KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Professionalism

RATIONALE

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.

I. Credit Hours: 2

II. Semester Taught: Fall 2014

III. Course Time and Place: Hybrid; Face to face meetings 08/23; 09/13; and 10/11 at 9:00.

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Rose Chiovitti-Cavalcante</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
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<tbody>
<tr>
<td></td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> or 747-5463</td>
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V. Required Texts:


VI. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. Your instructor will only communicate with you through your NNMC email. If you are having trouble please contact IT at 505-747-2259. You are encouraged to log in to your NNMC email frequently, since this will be the main vehicle of communication for this class.

VII. Course Description

This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined.

VIII. Competencies and Course Goals/Objectives

This course is part of the articulated Universal Catalog of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the NM
State Department of Education’s Common Core Competencies for early childhood professionals. **Upon completion of this course students will be able to demonstrate the following competencies at the established level of proficiency:**

**G1. Adhere to early childhood professional codes of ethical conduct and issues of confidentiality.**

Identify and apply the codes of ethics and conduct of various organizations (i.e., NAEYC, DEC, etc.).

a) Practice principles set forth in professional codes of ethics.
b) Consistently model the practices of confidentiality.
c) Consistently model standards and principles set forth in early childhood codes of ethics and conduct.

**G2. Demonstrate knowledge of federal, state, and local regulations, and public policies regarding programs and services for children birth – eight (0-8) years of age.**

a) Identify and discuss federal, state, and local regulations and standards, including confidentiality and accountability.
b) Discuss federal, state, and local regulations and how they impact programs and service for children and families.
c) Identify a current public policy and discuss the negative and positive consequences pertaining to programs and services for young children.

**G3. Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.**

a) Identify and describe the need for a variety of services to address the many needs of children and families.
b) Describe current issues and trends related to young children and their families.
c) Identify issues and/or public policies affecting the early childhood profession.
d) Describe ways to advocate for young children and their families.

**G4. Demonstrate critical reflection of one’s own professional and educational practices from community, state, national, and global**

a) Examine one’s own belief system, as well as belief systems of other cultures, to respond to similarities and differences of young children.
b) Identify and practice the personal and professional characteristics required to work with young children in inclusive environments.
c) Use reflective practice consistently and intentionally.
d) Plan for continued personal and professional development based on one’s own learning needs.

**G5. Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.**

a) Identify and discuss how major historical, philosophical, and social foundations have influenced current thought and practice.

**G7. Demonstrate knowledge in technology resources to engage in ongoing professional development.**
B4. Recognize the signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussion with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities.

a) Discuss signs of emotional distress, child abuse and neglect in children.
b) Describe all state, local, and program reporting procedures.
c) Describe the importance of recognizing and reporting signs of emotional distress, child abuse, and neglect to families, administrators, and colleagues.
d) Identify resources that address problems of emotional distress, child abuse and neglect in young children.

C11. Demonstrate ability to communicate to families the program’s policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.

a) Articulate rationale for policies, regulations, and safeguards to families.
b) Implement program policies and procedures, and applicable state and federal regulations.

F12. Use both self and collaborative evaluations as part of ongoing program evaluations.

a) Describe the role of self-evaluation in ongoing program evaluation in order to maintain quality programs.
b) Use a variety of self-assessment techniques to evaluate one’s own professional performance.

IX. Attendance:

Attendance is required for all face to face class sessions. One day of missed class may result in failing the course. Students are expected to weekly be present on discussions online.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course may result in failure at the discretion of the instructor.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education Early Childhood program requirements are aligned to the New Mexico Early Childhood teacher’s Competencies and NNMC’s College of Education Conceptual Framework.

Assignments in this course correspond to selected competencies as listed below.

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| Week 2 | Reflective Practice and Personal philosophy  
Code of Ethics and Conduct  
Foundations of Early Childhood Education: History of child development and early education | G1, G3, G4, F12 | D1, D4, K1, K2, K3, K4, K6, K7, K8, K9, S2 |
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<td>Week 3</td>
<td>Foundations of ECE – Public Policies affecting children, families and programs for young children, NM early learning guidelines</td>
<td>G3</td>
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| Week 4 | Program Models: Current issues and challenges; Early childhood inclusive settings (i.e. Montessori, Head Start, Reggio Emilia, High Scope)  
Program Models: Administration of programs to include supervision and evaluation; Diversity of career opportunities | G4, F12 | K8, K7, D1, D2, D3, S2 |
| Week 5 | Self-evaluation; Leadership and advocacy | G1, G4, F12 | S1, S2, K1, K2, K3, K4, K5, K6, K7, K8, K9, D1, D2, D3 |
| Week 6 | Safeguards for protecting children: Federal, State and local | B4, C11, G2 | S1, S2, K1, K2, K3, K4, K5, K6, K7, K8, K9, D1, D2, D3 |
X. Assignment Descriptions/ Assessment Criteria:

This course is competency based. Student competency will be evaluated through a variety of assignments. The assignments are listed below:

1) Write a personal philosophy of early childhood education. Include 1) your beliefs about how young children learn, 2) your commitment to working with culturally and linguistically diverse populations, 3) examples of education/care experiences with young children, 4) a statement of professional ethics, and 5) professional advocacy goals. Your paper should be 4 to 5 pages long. Make sure to visit our Writing Center for revisions on grammar and spelling. You should turn in BOTH your draft with the writing center stamp on it and your final version. (use your textbook as guidelines – pages 28 to 30). – DUE on 09/13/2014 - 20% of final grade

2) Research a current early childhood issue (universal pre-k/early literacy and Reggio Emilia approach). Read a minimum of 3 professional journal articles that discuss the issue in depth. You might also find resources in reliable professional organizations sites such the NAEYC, DEC and the CYFD sites. Write a 5 to 8 page paper and present it to the class using power point. You will find the guidelines for a good power point presentation online in blackboard. DUE on 10/11/2014 30% of final grade
3) Weekly reading reflections/discussions. You will be required to post one or two discussions every week on blackboard. Your discussion should include a two or paragraphs summarizing the main points of the chapter; two or three paragraphs commenting and/or reflecting on the content of the chapter; and two questions about the chapter. You should reply to at least one classmate and answer both of his/her questions to the best of your ability. DISCUSSIONS POSTED AFTER THE DEADLINE WILL RECEIVE A GRADE OF ZERO. – 50% of final grade

A+ = 100%; A = 99-93%; A- = 90-92%; B+ = 86-89%; B = 83-85%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = below 60%

XI. Internet sites or databases - Syllabus and other resources can be found online on blackboard.

XII. Late Work:
Your work is due on the date indicated on the syllabus. Discussions posted after the deadline will receive a grade of Zero.

XIII. Students with Disabilities
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Personal Responsibility:
XVI. All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:

XVIII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1( submitting as one’s work a paper which includes a
part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XIX. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
ECE 225
Curriculum Development through Play
Birth through Age 4

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DISPOSITIONS
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2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: Tuesdays: 4:30-7:15

IV. Instructor Information:

| Instructor: Christina Esquibel, Ed.S. | Communication Information: Christina@nnmc.edu | Office Hours: Tuesday: 12:30-4:30 and by appointment |


V. New Mexico Early Learning Guidelines: Birth through Kindergarten

VI. Course Description

This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop, and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive, and language. The adult’s role in supporting each child’s growth, development and learning is emphasized.

VI. Competencies and Course Goals/Objectives

Upon completion of this course, students will be able to demonstrate the following competencies, as provided by the NM PED Common Core Competencies for early childhood professionals:

A11. Use appropriate guidance to support the development of self-regulatory capacities in young children.

D1. Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth to 4 years of age.

D2. Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different development levels.
D6. Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members.

E1. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.

E2. Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico.

E4. Create an manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.

E5. Demonstrate understanding that each child’s creative expression is unique and can be encouraged through diverse ways, including creative play.

E6. Plan blocks of uninterrupted time for children to persist at self chosen activities, both indoors and outdoors.

E7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children’s development and learning.

E8. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

E11. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emerging literacy skills.

F9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning.

VII. Attendance

IX. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Competency Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Review of how children learn and develop; Review of developmentally appropriate practices Assignments: Chapter Summary, Chapter quiz</td>
<td>D1, D2</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Birth to Thirty Six Months: Physical and Cognitive Domains Assignments: Chapter Summary, Chapter quiz</td>
<td>D1, D2</td>
</tr>
<tr>
<td>Week 2</td>
<td>Birth to Thirty Six Months: Social and Emotional</td>
<td>E1, E2, E5, E8, D2</td>
</tr>
<tr>
<td>Sept 9</td>
<td>Birth to Thirty Six Months: Social and Emotional</td>
<td>E1, E2, E5, E8, D2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Birth to Thirty Six Months: Social and Emotional</td>
<td>E1, E2, E5, E8, D2</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignments</td>
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<tr>
<td>Sept 16</td>
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<td>Domains</td>
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<td>Assignments: Chapter Summary, Chapter quiz</td>
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<tr>
<td>Week 4</td>
<td>Sept 23</td>
<td>The Three as: The Master Tools for Quality Cared and Education</td>
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<td>Assignments: Chapter Summary, Chapter quiz</td>
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<tr>
<td>Week 5</td>
<td>Sept 30</td>
<td>Effective Preparation and Tools for Professional Educators</td>
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<td>Assignments: Chapter Summary, Chapter quiz</td>
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<tr>
<td>Week 6</td>
<td>Oct 7</td>
<td>Building Relationships with and guiding the Behaviors of Infants and Toddlers</td>
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<td>Assignments: Chapter Summary, Chapter quiz</td>
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<tr>
<td>Week 7</td>
<td>Oct. 14</td>
<td>Supportive Communication w/ Families and Colleagues</td>
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<td>Assignments: Chapter Summary, Chapter quiz, 6 Learning Activities</td>
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<tr>
<td>Week 8</td>
<td>Oct 21</td>
<td>The Indoor/Outdoor Learning Environment</td>
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<td>Week 9</td>
<td>Oct 28</td>
<td>Designing the Curriculum</td>
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<td>Assignments: Chapter Summary, Chapter quiz</td>
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<tr>
<td>Week 10</td>
<td>Nov. 4</td>
<td>The Child from Birth to Four Months of Age</td>
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<td>Assignments: Chapter Summary, Chapter quiz</td>
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<tr>
<td>Week 11</td>
<td>Nov. 4</td>
<td>The Child from Four to Eight Months of Age</td>
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<td>Assignments: Chapter Summary, Chapter quiz</td>
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<tr>
<td>Week 12</td>
<td>Nov. 18</td>
<td>The Child from Eight to Twelve Months of Age</td>
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<td></td>
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<td>Assignments: Chapter Summary, Chapter quiz</td>
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<tr>
<td>Week 13</td>
<td>Nov. 18</td>
<td>The Child from Twelve to Eighteen Months of Age</td>
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<tr>
<td></td>
<td></td>
<td>Assignments: Chapter Summary, Chapter quiz, Daily Schedule</td>
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<tr>
<td>Week 14</td>
<td>Dec 2</td>
<td>The Child from Eighteen to Twenty-Four Months of Age</td>
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<td>Assignments: Chapter Summary, Chapter quiz</td>
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<tr>
<td>Week 15</td>
<td>Dec. 9</td>
<td>The Child from Twenty-Four to Thirty Months of Age</td>
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<tr>
<td></td>
<td></td>
<td>Assignments: Chapter Summary, Chapter quiz, Presentation</td>
</tr>
<tr>
<td>Week 16</td>
<td>Dec. 9</td>
<td>The Child from Thirty to Thirty-Six Months of Age</td>
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</tbody>
</table>

X. Assignment Descriptions/ Assessment Criteria:
   This course is competency based. Student competency will be evaluated through a variety of assignments. The assignments are listed below:

1) Weekly reading reflections: Due Weekly on Blackboard
   In two typed pages, summarize the chapter. In your summary, use the terminology found at the end of the chapter. 
   **This is worth 20% of your final grade.** Each summary is worth 20 pts. Those 20 pts will be weighted towards your final grade.

2) Design a learning activity for each of the following content areas: literacy, numeracy, the arts, social studies, health/wellness and science for a group of infants, toddlers, or 3-4 year olds. These activities must be linguistically and culturally appropriate. Use the NM ELG as reference. Use the NNMC Lesson Plan Template to Describe Your Learning Activity. Provide a 3 dimensional example of your lesson activity by Oct. 14. 
   **This is worth 30% of your final grade.** You will provide 6 learning activities. Each is worth 5 points each.

3) Plan an ideal daily schedule that includes appropriate curriculum content for an infant, toddler or preschool classroom. Due Nov. 18
This is worth 10% of your grade.

4) In groups you will prepare a presentation focusing attention on a play topic. Begin preparation with a 20 minute overview of the key points about the topic. Next have the class experience selected activities in a lively and playful fashion. Lead a discussion about the benefits of your particular curricular activity. Include handouts with references and any other practical resources for future teaching. Dec. 9

This is worth 20% of your final grade. It is worth 20 maximum points.

5) Weekly Reading Related Quizzes. Come to class having already read each chapter that we will be covering on the respective day. We will have at least 12 chapter quizzes.

6) This is worth 20% of your final grade. Each quiz is worth 20 weighted maximum points.

A+ 97-100%; A= 93-96%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIII. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
Northern New Mexico College
College of Education
ECE238
Practicum- Birth through age 4

KNOWLEDGE PRINCIPLE
1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 2

II. Semester Taught:

III. Course Time and Place:

IV. Instructor Information:

| Instructor: |
| Communication Information: |
| Office Hours: |

V. Required Materials
New Mexico Early Learning Guidelines: Birth through Kindergarten

VI. Course Description

The beginning practicum course is a co-requisite with the course Curriculum Development through play – Birth through age 4. The field based component of this course will provide experiences that address curriculum content that is relevant for children birth through age 4 in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four is emphasized. Students are required 75 hours of supervised observation and direct instructional contact with children.

VII. Competencies and Course Goals/Objectives

This course is part of the required program of study for an Associate of Arts degree in early childhood education in New Mexico. The following objectives are taken from the NM State Department of Education’s Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies, as provided by the NM PED Common Core Competencies for early childhood professionals:

A.5 Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive, and adaptive/living skills.
a) Define and apply knowledge of each of the domains of development in daily interactions with children.
b) Demonstrate knowledge of the interrelatedness of physical/motor, social/emotional, language/cognitive, and adaptive/living skills in early childhood education.
c) Develop a whole child orientation.
d) Identify strategies to build relationships among children, adults and environments.

D5. Develop, Implement and evaluate an integrated curriculum that focuses on children’s development and interests, using their language, home experiences, and cultural values.
   a) Discuss components of an integrated curriculum
   b) Discuss the importance of using meaningful experiences incorporating the child’s development, interests, home language, experiences, and cultural values.

D7. Provides and uses anti-bias materials and literature and experiences in all content areas of the curriculum.
   a) Define the term “anti-bias” (in regards to gender, age, race, ability, culture, ethnic, sexual orientation, language, socioeconomic status.
   b) Discuss examples of bias in society.
   c) Discuss the impact of bias on children, families, and communities.

E4. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies and include decision-making, problem-solving, and inquiry experiences.
   a) Describe various ways that children make decisions in the learning environment.
   b) Discuss various ways children construct their own knowledge through various strategies that include decision-making, problem-solving, and inquiry experiences.

E5. Demonstrate understanding that each child’s creative expression is unique and can be encouraged through diverse ways, including creative play.
   a) Discuss the ways that children’s unique expression is encouraged through the learning environment.
   b) Discuss the importance of emphasizing the creative process over the final product.

E6. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out.
   a) Discuss the importance of self-selection of activities by children of various ages and in various environments.
   b) Discuss ways of structuring environments for encouraging self-selected activities by children.
   c) Discuss rationales for developing daily schedules for all children of various ages.

E7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children’s development and learning.
   a) Discuss the influence of the physical setting, schedule, routines, and transitions on children’s behavior.
   b) Discuss ways that the physical setting, schedules, routines, and transitions can be used to promote children’s development and learning.

E8. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion,
problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

a) Discuss the important role of play in children's learning.

b) Discuss elements of developmentally appropriate practices to encourage learning through play.

c) Discuss strategies to facilitate play in early learning environments.

VIII. Attendance. You will complete 75 hours in an approved early childhood setting. The practicum includes observation and also direct instructional time with children. Your practicum log should be signed by your mentor teacher every time you come to the setting to verify the completion of the required practicum hours.

IX. Assignment Descriptions/ Assessment Criteria: This course is competency-based. Student competency will be evaluated through a variety of assignments and completing of the assigned number of hours in an approved setting.

1) Activity Analysis – Observe a curriculum activity being conducted by a teacher that has been planned for a child or groups of children at your site. Take detailed notes; analyze and discuss this activity in the context of the readings (ECE 225). Elements to consider:

- Describe the activity. Who was present, what were the materials, what were the written objectives for the lesson?
- Describe the implementation. What happened?
- Analyze the activity from the perspective of each of the participants: e.g., the teacher, the parent, the child.
- Analyze the activity from the perspective of the readings and class discussion (ECE 225)
- Analyze whether diversity is woven into the curriculum.
- Reflect on the activity and what you have learned.

2) Reflection Journal – Keep weekly observational entries in a journal. Examples:

- Look for, record, and discuss specific evidence of what the teachers do during care giving routines, (feeding, diapering, toileting, etc.) that demonstrate warm, responsive, nurturing behaviors of care/education.
- Look for, record, and discuss specific evidence of a safe, healthy, and developmentally appropriate environment. Reflect upon how you would have supported a healthy environment for the children in the program.
- Look for, record and discuss specific evidence that demonstrates how the teachers support the physical and intellectual competence, and positive social and emotional development of the children. How have you observed teachers providing positive guidance for all children and establish productive relationships with families? Reflect upon the skills you think you need to further develop in any of these areas?

3) Create a Practicum Portfolio - Throughout the semester, collect artifacts and documents to assemble into a portfolio. This portfolio should reflect your understanding of the course competencies for Developmentally Appropriate Practices and Learning Environment and Curriculum Implementation.
4) Using the NM ELG as a foundation, you will create and prepare **2 written lessons plans** that include goals and objectives for each activity. Written plans should be inclusive in the planning strategies to meet the varying needs of the children, include anti-bias materials, be developmentally appropriate, and provide experiences to cover all content areas. **You will teach each lesson** you prepared. Make sure to communicate your college supervisor of the date you are presenting the lesson, so she can to observe and give you feedback.

A+ 97-100%; A = 93-96%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C = 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

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The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours for ED201: 3; Credits for ED213: 1 credit

II. Semester Taught: Fall 2014

III. Course Time and Place: TEC 109; Wednesdays 4-6:30 pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Dr. Rose Chiovitti-Cavalcante</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> (preferred)</td>
<td>TU 3-5pm</td>
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<td>W 3-4</td>
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<td>TH 2:30-4:30</td>
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</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: Additional materials, such as the Marzano Rubric, etc. may be found online on Blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Instructor will not communicate with students through their personal emails.

VIII. Attendance:
Attendance is required for all class sessions. Attendance and active participation in classes will be expected since this class will be mostly discussion-based. Your participation in class is a positive disposition and it will be a demonstration of professional commitment. Also, research indicates that exposure to and active responding and processing of information during classes leads to a better long-term retention and application. Late arrivals and early departures to and from class will be considered as a missed class.

IX. Catalog Course Description:

ED201
This course introduces you to the basics of the teaching profession. It includes societal expectations of teachers, social problems which impact students, essential knowledge needed for teaching, recent reforms in education, historical
perspectives on education, the role of schools in today’s society, school governance, and the legal and ethical issues in education. Further, you will be expected to begin to articulate your philosophy of education.

**Co-requisite:** ED213

**ED213**
You will do initial observations of classroom environments and determinations of what classroom teachers do. You will participate in seminars and observe 37.5 hours of classroom instruction in the field.

**Co-requisite:** ED 201

**X. Course Objectives:**
Upon completion of the course, the students will:

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>CONCEPTUAL FRAMEWORK</th>
<th>NM COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be aware of and reflect upon their choice of education as their future profession</td>
<td>K 8, S 1, D 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>2. Become familiar with the knowledge and competencies teachers need to have.</td>
<td>K 3, 9, D 1, 3</td>
<td>K 2, 9, 12, 14</td>
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<tr>
<td>3. Understand the nature and significance of effective management and organizational skills in the classroom.</td>
<td>K 6, 7, S 2, D 1, 3</td>
<td>C 4, 7</td>
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<tr>
<td>4. Understand the nature of pluralistic classrooms and the impact of culture and society on school and education</td>
<td>K 2, 5, 7, D 1, 2, 3</td>
<td>F 1, 3, 5, H11</td>
</tr>
<tr>
<td>5. Understand professional ethics, legal rights and responsibilities within the educational community.</td>
<td>3, 7, 9, D 1, 2, 3</td>
<td>A 5, 6, 7, G 1, 2, 3, 4, 5, 7, H1</td>
</tr>
<tr>
<td>6. Develop self awareness and recognize own motivations to choose teaching as a profession and establish personal/professional goals as a future teacher.</td>
<td>K 8, S 1, D 3</td>
<td>A 1, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Begin to articulate their own philosophy of teaching based on sound educational principles.</td>
<td>K 8, S 1, D 3</td>
<td>A 1, 3, 4, 5, 6, 7</td>
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<tr>
<td>Integrates technology into</td>
<td>S1</td>
<td>B7</td>
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planned activities including software, applications, and other tools

E1a, E1d, E2a

XI. Class Topics, Schedule, Assignments, and NM Competencies

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and the College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition in the Conceptual Framework</th>
<th>NM teacher Competencies</th>
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<tr>
<td>08/20/14</td>
<td>Course Introduction Syllabus Presentation Field Placement Information</td>
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<tr>
<td>08/27/14</td>
<td>The teaching profession Chapter 1</td>
<td>Worksheet chapter 1</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
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<td>09/03/14</td>
<td>Today’s teachers Chapter 2</td>
<td>Worksheet chapter 2 DUE: Educational Autobiography</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2,3, 4, 5, 6, 7 C 4,7 K2, 9, 12 14</td>
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<tr>
<td>09/10/14</td>
<td>Today’s Schools Chapter 3</td>
<td>Worksheet chapter 3 DUE: Library Visit Report</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1,2, 3, 4, 5, 6, 7 F 1,3,5</td>
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<tr>
<td>09/17/14</td>
<td>Philosophical foundations of education</td>
<td>Worksheet chapter 4</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
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<td>Chapter 4</td>
<td>09/24/14</td>
<td>Historical Foundations of Education Chapter 5</td>
<td>Worksheet chapter 5</td>
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<td>Paper Presentation: Bilingual Education</td>
<td>Knowledge 8</td>
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<td>DUE: Field Reflection #1</td>
<td>Skill 1</td>
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<td>Disposition 3</td>
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<td>010/01/14</td>
<td>School governance Chapter 6</td>
<td>Worksheet chapter 6</td>
<td>Knowledge 8</td>
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<td>Paper Presentation: Indian Education in NM</td>
<td>Skill 1</td>
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<tr>
<td>10/08/14</td>
<td>Ethical and Legal Issues Chapter 7</td>
<td>Worksheet on chapter 7</td>
<td>Knowledge 2, 5, 7, 8, 9</td>
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<td>Paper Presentation: Problem and project-based education</td>
<td>Skill 1</td>
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<td>DUE: Teacher’s Code of ethics</td>
<td>Disposition 1, 2, 3</td>
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<td>A 1, 2, 3, 4, 5, 6, 7</td>
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<td>K2</td>
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<tr>
<td>10/15/14</td>
<td>Today’s students Chapter 8</td>
<td>Worksheet on chapter 8</td>
<td>Knowledge 2, 5, 7</td>
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<td>Paper Presentation: Student poverty. Its effects on education and</td>
<td>Skill 1, 2</td>
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<td>Disposition 1, 2, 3</td>
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<td>B 7, E 1a, 1d E2a</td>
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<td>K2</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Knowledge</td>
<td>Skill</td>
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<td>-----------------------------------------------------------------------------</td>
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</tbody>
</table>
| 10/22/14   | Today’s Students/Individual needs (special needs) Chapter 9 | ● Worksheet chapter 9  
● Paper presentation: Inclusion of students with special needs in the regular classroom. | Knowledge 2, 5, 7  
Skill 1, 2  
Disposition 1, 2, 3 | B 7, E 1a, 1d, E2a  
F 1, 3, 5 K2 |           |
| 10/29/14   | Chapter 9                                                  | ● DUE: Report on PED site visit  
● Paper Presentation : Differentiated Instruction  | Knowledge 2, 4, 5, 7  
Dispositions 1, 2, 3  
Skill 1 | B7  
E 1a, E1d, E2a  
H 11 and F 1, 3, 5  
C 4 ,7 |           |
| 11/5/14    | The classroom as a community Chapter 10                   | Worksheets on Chapter 10  
● Paper presentation: Cooperative Learning | Knowledge 2, 5, 7  
Skill 1,2  
Dispositions 1, 2, 3 | B 7  
E 1 a, 1 d, E2a  
F 1, 3, 5 K2 |           |
| 11/19/14   | Integrating technology into teaching Chapter 12           | Worksheets on chapter 12  
● Paper presentation: Technology in the Classrooms  
● Philosophy of Education | Knowledge 8  
Skill 1  
Disposition 3 | A 1,2, 3, 4, 5, 6, 7  
B7  
E 1a, 1d, 2a K2 |           |
|            | Curriculum, Worksheet chapter 11                         | All                                                                         | B7, E1a, E1d, |       |             |
XII. Assignment Descriptions and Assessment Criteria for ED201:

A. Research Paper and Power Point Presentation – You should choose a topic and write a 5 to 8 page paper on the subject. You need to use at least two printed academic references (academic journal articles and/or books) and no more than 2 internet site references. The paper should be written using APA style (an APA guide will be provided to students online on Blackboard).

You should also prepare a power point presentation of your paper. The presentation should be 15-20 minutes long. A good presentation do not consist of only reading the transparencies. You should demonstrate knowledge of the topic, answering classmates questions and commenting on the slides. Guidelines on how to prepare a good power point presentation will also be provided to students online on Blackboard.

The final product will consist of (and you should turn in):

1) A 5 to 8 pages written paper (APA style).
2) The draft of your paper with a Writing Center stamp on it.
3) A power point presentation to the class with hand-outs to your classmates (include among other useful things your references in the hand-out so your classmates can further read on the topic if they wish to do so).

The paper and the presentation will be graded using a rubric provided online on Blackboard.

* Since the grammar, the spelling, and the presentation parts of your paper are very important, you should make at least one visit to the Writing center. When you go there, take the rubric with you so they will know what the paper should look like and will be able to better help you. When you turn in your paper, you
should submit to the instructor also your paper draft with a stamp and signature from the writing center tutor.

B. LIBRARY VISIT REPORT – You will visit the NNMC library at a time of your choice (call the library first to schedule your visit). When you get there, you should ask a librarian to show you all the resources available for you to conduct an appropriate research to write an academic paper in EDUCATION. The library, in addition to books, has several education and psychology databases where you can find academic articles for your papers. Ask the librarian to show you how to use the databases. After the visit you will write a 1 to 2 page report (typed – 1.5 spaced) reflecting on what you have learned. List the resources that are available to you at the library and discuss how they can increase your knowledge and depth of education topics and also how you intend to use those resources as a student and afterwards as a life-long learner. Your report will be graded based on the following:
- Demonstrates knowledge of the resources available.
- Demonstrates knowledge of how to use the research databases.
- Reflects on how those resources can help as a student and future teacher.

- If you have taken the “library” class already, please talk with the instructor to see if the visit can be waived.

C. EDUCATIONAL AUTOBIOGRAPHY - You will write an autobiography reflecting on the facts, people, situations, etc. that have influenced you in the direction of becoming a teacher. Some of the questions that should guide our thinking as you write it are:
- Why do I want to become a teacher?
- What teacher(s) had the greatest impact on me?
- What were some of my experiences at school?
- How were my emotional reactions to teachers that either ridiculed, motivated, or elevated me?
- What kind of teacher I want to be?

Your educational autobiography should be at least 3 to 4 pages long (1.5 space, size 12) and it will be graded according to the rubric provided online on Blackboard.

D. NM PED site visit report - You will visit the New Mexico Public Education Department Webpage (www.ped.state.nm.us) and browse the different sections of the page, the links, etc. Go to directory A to Z and look at the different topics addressed. Choose one topic to read and learn in more depth. Write a report of your visit. The report should be 2 to 3 pages long (1.5 space and size 12) and demonstrate:
- Knowledge of the main contents of the PED Home Page.
- What have you learned about the specific topic you chose to read more about (be prepared to share this good information with the class!).
- How this site can be helpful to you as you seek your licensure and as a future teacher (be specific and give examples).

The paper will be graded according to a rubric provided online on Blackboard.

E. CHAPTER’S WORKSHEETS - As you read the text book you will be required to complete a Reflection Worksheet on the chapter you read during that week. Each Reflection worksheet is divided in 3 parts: 1) Summary - consists of a short summary of the chapter’s content (2 or 3 paragraphs). 2) Comments - You should include some
personal and relevant comments and reflections about the chapter (which you will share with the class in our discussions) and 3) Questions: At least 2 questions about the content of the chapter, for example, things that you did not understand or things you would like to discuss further in class. The main purpose of this reflection worksheet is to provide content for our weekly discussions. So come ready to share your insights and questions. **Come ready to talk!** Since you will use the worksheets as a reference for your participation in the class, those will only be collected by the instructor at the end of each class, and will not be accepted after the due date, unless you were absent that day.

**F. CODE OF ETHICS** – You will visit the NM PED website and get familiar with the Teacher code of ethics (www.nmcpr.state.nm.us/NMAC/parts/title06/06.060.0009.htm). Based on it, you will develop your own set of ethical principles. You should not only list the most important principles for you but give the reasons of why they are important (your own values) and for your future practice as a teacher. Your personal Code of Ethics should be 2 to 3 pages long (1.5 spaced and 12 size) and reflect sound knowledge of the State’s Code of Ethics and be strongly value-based. The Code of Ethics will be graded according to a rubric provided online on Blackboard. You will review this code of ethics when you do your student teaching at the end of the program.

**G. TEACHER INTERVIEW:** While you are in the schools doing your field experience, you should schedule a time with your mentor teacher for an interview. Your interview should be semi-structured, that is, you will have some questions given to you to start (see the questions below) but you can expand and add your own questions if you wish to do so. Your goal is to learn:
- What are the reasons that led him/her to choose teaching as a profession?
- What are the biggest challenges of being a teacher?
- What are the best rewards for being a teacher?
- What advice she/he would give to a beginner teacher?
- What does he/she recommends to someone who wants to be a very good teacher?

You should transcribe the interview in full (do not forget to have the mentor teacher sign a permission form to be interviewed. In that form you should state that the information will only be used in and for this class). You should also write a one page reflection on what you have learned in the interview and how you can use that information to help you as an education student and as a future teacher.

**H. Field Reflections #1,2 and 3** – You will write 3 reflections about your field experience using the “Marzano” rubric provided online.

**I. PHILOSOPHY OF EDUCATION** – Based on the readings and class discussions, you will write a 2 page personal philosophy of education stating what you believe is education, teaching , and learning and what you think your role will be as a teacher. You will review this philosophy of education when you do your student teaching at the end of the program.

* As you have noticed, this course will demand a significant amount of writing. Each writing piece will be graded considering also your neatness,
ED 201 Foundations of Education

presentation, spelling and grammar. So, use and abuse of the Writing Center! Every time you feel that your writing needs improvement, go there and get some help!

ED201
1. Code of Ethics (15%)
2. Educational autobiography (10%)
3. Library Visit Report (5%)
4. Chapters’ Worksheets (25%)
5. Philosophy of education (10%)
6. Research Paper/presentation (25%)
7. NM PED site visit report (10%)

ED213
1. Teacher Interview = 25%
2. Field reflections (1, 2 and 3) = 30%
3. Log sheet and Journal = 45%

* Assignments turned in after the due date listed above will suffer deduction of points to the discretion of the instructor

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

A.) Required Professional Competency-Based Artifact Rubric

Teacher Code of Ethics

<table>
<thead>
<tr>
<th>Organization</th>
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<th>3</th>
<th>4</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Sequence of ideas is very hard to follow</td>
<td>Reader has difficulty following because writer jumps around.</td>
<td>Writer presents information in logical sequence which reader can follow.</td>
<td>Ideas are presented in logical, and interesting way.</td>
<td></td>
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</tbody>
</table>

| Content and knowledge                  | Candidate does not demonstrate sound knowledge of NM Teacher Code of Ethics and is not clear | Candidate has some knowledge of NM Teacher Code of Ethics but has difficulty articulating | Candidate has good knowledge of NM Teacher Code of Ethics but has some difficulty | Candidate demonstrates sound knowledge of NM Teacher Code of Ethics and articulates it well with |        |
about his/her own personal values. 

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<th>his/her own personal values.</th>
<th>articulating it with his/her own personal values. Some discussion on how he/she intends to apply it in their future practice is present.</th>
<th>his/her own values, reflecting on how those are important for his/her future practice as a teacher.</th>
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**Grammar & Spelling**  

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<th>Work has many spelling and grammatical errors.</th>
<th>Paper has 3 or 4 misspellings and grammatical errors.</th>
<th>Paper has no more than 2 misspellings and grammatical errors.</th>
<th>Paper has no misspellings or grammatical errors.</th>
</tr>
</thead>
</table>

**Total**

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XII. **Internet sites or databases/Resources**

http://www.sde.state.nm.us

Other resources for the class can be found online on Blackboard.

XIII. **Late Work:**

Your work is due on the date indicated on the syllabus. If you need to turn in your work a little later, please contact the instructor before the due date to explain your situation. The instructor will have the discretion to accept or not the late work. Be aware, however, that all work turned in late will have a deduction of points to the discretion of the instructor. Late work will not be accepted after two weeks of the due date.

Also, you will not be able to present the power point of your paper on a different date than that established in the syllabus. You will receive a grade of ZERO for the presentation if you do not present at the pre-determined date.

XIV. **Students with Disabilities**

Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo
either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVI. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:

A+  100%; A=  93-99%; A- = 90-92%; B+= 86-89%; B=  83-85%; B- = 80-82%; C+= 77-79%; C=  73-76%; C-=70-72%;  D+= 67-69%; D+  63-66%; D- = 60-62%;  F = below 60

XVIII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1( submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.
When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XIX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XX. Cell phone policy

IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING). Using cell phones during class reflects lack of respect with your instructor and classmates.
After entering the classroom put your cell phone in a vibrating mode or turn it off. If you absolutely need to take a call, step out of the classroom to do so. Texting in class is forbidden in any circumstances.

XXI. Complaints policy
The COE follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain and so on. Trying to handle complaints by going straight to the highest authority is not usually well accepted in the COE. To a more complete description of the process, see NNMC and COE student handbooks.
Northern New Mexico College
College of Education
EDUCATION 220
Semester: FALL 2014

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

Revised July 3, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

**ED 220**

Whenever education takes place, formally or informally, psychology is involved. The science of psychology examines human cognition, emotion, and development. Educational psychology, in particular is concerned with:

- Understanding the process of teaching and learning;
- Helping teachers understand that learning takes place as an interaction of social, emotional, developmental, and cognitive forces.
- Helping teachers to develop ways to improve the effectiveness of teaching, learning, and assessment procedures through consistent reflections on classroom behavior/activities.

I. **Credit Hours:** 3

II. **Semester Taught:** FALL 2014

III. **Course Time and Place:** TEC 109 – TH 4:30-7:00

IV. **Instructor Information:**

| Instructor: ROSE CHIOVITTI-CAVALCANTE | Communication Information: rcavalcante@nnmc.edu 747-5463 | Office Hours: TU 3-5 PM WE 3-4 PM TH 2:30-4:30 PM |

V. **Required Text:**

VI. **Required Materials or Readings:** If needed, additional material may be posted online on blackboard.

VII. **E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. Your instructor is only allowed to communicate with you through your NNMC email. If you are having trouble please contact IT at 505-747-2259. You are encouraged to log in to your NNMC email frequently, since this will be the main vehicle of communication for this class.

VIII. **Attendance:**

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Revised July 3, 2014
IX. **Catalog Course Description:**

This class introduces you to psychological principles as they apply to teaching and learning. You will examine the relationships between theory, research, and practice in learning, memory, child development, motivation, and educational assessment for the school setting. You will address cognitive, linguistic, affective, and social development, with particular attention to the K-8 learner. Emphasis is on the integration of theory and practice, with numerous classroom applications of psychological theories and principles.

As seen in our conceptual framework represented by the Vallero Star, it’s not our intent to form technicians who depend on various “bags of teaching tricks”. Rather, we intend to develop professionals who possess a foundation of knowledge in the area of human learning, motivation, development, and assessment. This foundation will prepare professionals who will make more sophisticated decisions in the field. This course will help you to develop that foundation. Application of what is learned in this course can only help you to transition into the teacher you wish to become.

In addition, the goals of this course are to help future teachers to learn, understand, and use the information generated by educational psychology researchers in their professional lives.

X. **Course Objectives:**

Upon completing this course, the student will:

- Define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theories believe influence the learning process, giving specific examples of how these principles could be used in the classroom.
- Apply psychological principles and theories within actual or simulated educational contexts.
- Use major concepts of child and adolescent development, human learning, and social and cultural influences in planning and implementing classroom instruction, strategies, and management.
- Identify and analyze the implications of the various developmental and learning theories for models of instruction, decisions about teaching strategies and the selection of materials, and the role of the teacher in the learning process.

A. Professionalism – A1, A2, A3, and A8 A, B, D and H
B. Instructional Planning and Implementation – B1, B2, B3, B4, and B8
C. Classroom Management – C3, C4, C5, C7, C10, and C11
D. Assessment – D6 , and D9
E. Technology – E1a, E1d, E2a, and E3e
F. Diversity – F1, F2, F3, and F6
G. Family and Community – G2, G3, and G5
H. Inclusion – H2, H8, H9, and H11
I. Development of Student – I1, I2, and I3
K. Communication – K2, K3
XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern's College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Cluster and Modules</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/21</td>
<td>Course/Syllabus Presentation Understanding how to use the case-study approach</td>
<td>A-1,2,3,8 B-1,2,3,4,8 C-3, 4, 5, 7, 10,11 D9 E – 1d</td>
<td>F-1,2,3 G-2,3,5 H-2,8,9,11 I-1,2,3 K-2</td>
<td>Module 1 – Summary K 1, 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
</tr>
<tr>
<td>08/28</td>
<td>INTRODUCTION to Ed Psych The importance of Ed Psych - Module 1</td>
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<tr>
<td>09/04</td>
<td>Contexts of development and Social Development Cluster One/module 2 and module 3</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td>K3</td>
<td>Module 2 and 3 Summaries Case Study – Elementary K 4,7,8 D1,2,3</td>
</tr>
<tr>
<td>09/11</td>
<td>Emotional and Moral Development Cluster 1/modules 4 and 5</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td></td>
<td>Modules 4 and 5 summary Case Study – Middle School Quizz#1 K 4,7,8 D1,2,3</td>
</tr>
<tr>
<td>09/18</td>
<td>Brain Development and Cognitive Development Cluster 2/Module 6 e 7</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3 E1a, E1d, E2a, E3d</td>
<td>K3</td>
<td>Module 6 and 7 Summaries Case Study – Elementary Quizz.#2 K 4,7,8 D 1,2,3</td>
</tr>
<tr>
<td>09/25</td>
<td>Behavioral Learning Theory Cluster 3/module 9</td>
<td>A 1, 8A, 8B, 8C; B1,2; C 5,10,11 D 9; F 1,3 E1a, E1d,</td>
<td>G 3,5; H 9; I 1,2.</td>
<td>Module 9 summary Case Study – Elementary Hot Topic Presentation – K 4,7,8 D1,2,3 ; S 2</td>
</tr>
</tbody>
</table>

Revised July 3, 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Modules/Sections</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>10/02</td>
<td>Social Cognitive Theory Clustering 3/Module 10</td>
<td>E2a, E3d</td>
<td>Transfer of Knowledge (Mod 13)</td>
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<td></td>
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<td>Module 10 Summary</td>
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<td>Case study middle school</td>
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<td>Hot Topic Presentation – Critical Thinking and Problem Solving (Mod 14)</td>
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<td>10/09</td>
<td>Cognitive Processing Theory Clustering 3/Module 11</td>
<td>A1,2,3; B1,2,3; D5,6; F1,3; E1a, E1d, E2a, E3d</td>
<td>Summary Module 11</td>
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<td>Hot Topic Presentation – Grouping Practices (Mod 21) Quizz #3</td>
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<tr>
<td>10/16</td>
<td>Behaviorist X Constructivist Classrooms</td>
<td>A1,2,3; B1,2,3; D5,6; F1,3; E1a, E1d, E2a, E3d</td>
<td>Hot Topic Presentations - (Behaviorism x Constructivism)</td>
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<td>Hot Topic presentation – Metacognition (Module 12)</td>
</tr>
<tr>
<td>10/23</td>
<td>Motivation -Learning and Cognitive Theories Clustering 5/Module 15 and 16</td>
<td>A1,2,3; B1,2,3; D5,6; F1,3; E1a, E1d, E2a, E3d</td>
<td>Module 15 and 16 Summary</td>
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<td>Case Study - Elementary</td>
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<td>Case Study – Middle School Quizz #4</td>
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<tr>
<td>10/30</td>
<td>Intelligence/Giftedness Clustering 7/Module 22 and 23</td>
<td>A1,2,3; B1,2,3; D6; F1,3; E1a, E1d, E2a, E3d</td>
<td>Module 22 and 23 Summary</td>
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<td>Hot Topic Presentation – Assessing Student Learning (Mod 26)</td>
</tr>
<tr>
<td>11/06</td>
<td>Cognitive Disabilities Clustering 7/Module 22 and 23</td>
<td>A1,2,3; B1,2,3; D6;</td>
<td>Module 24</td>
</tr>
</tbody>
</table>

Revised July 3, 2014
### XII. Assignment Descriptions/Assessment Criteria:

#### 1) Research Paper/Hot Topic Presentation

You should prepare a research paper and a presentation about a given topic. The topics are listed above and correspond to chapters in your textbook. Your paper should be 7 pages long. The main reference for the paper is the textbook, however, you should also do some research and complement the textbook material with other sources such as academic journals, other books and internet materials (PS: be careful with the sites you use for finding the information. Give preference for sites of recognized professional associations such as NASP, AERA,, ASCD, etc. You will be required to make a presentation of your paper. For that, you will develop a power point presentation. The presentation should NOT be shorter than 20 minutes nor longer than 30 minutes. Think more of this presentation as a lesson you will be teaching the class about the topic. Become an “expert” on the topic and teach it to your classmates. Online, in Blackboard, you will find guidelines on how to prepare and give a good presentation to the class.
2) Classroom Scenarios and Lesson Plans- You will develop two classroom scenarios: one that illustrates a constructivist classroom and one that illustrates a behaviorist classroom.
A) You will begin by delineating the major components that would be required to illustrate these two classroom scenarios from the different theoretical viewpoints. Start first with the behaviorist classroom and describe it with a lot of detail. Then, describe a constructivist classroom. For example, how would be the best physical arrangement for the behaviorist classroom? And for the constructivist classroom? What kinds of materials will be available for students in each classroom? How would you manage students' behaviors in the two different classrooms (how would you use different discipline / classroom management methods)? What kind of instructional methods would you use in each classroom?

B) Next, you will develop two lesson plans using content/common core standard of your choice. You will write two lesson plans using the same content for both lessons, but different instructional approaches (one lesson will be planned and taught based on behaviorist principles of learning and the other on constructivist principles of learning). Write each one of your lessons using the College of Education Lesson Plan Template provided online on blackboard.

C) On a separate page, you should write an analysis of each lesson and scenario. The analysis should include a justification of why you chose to design your classrooms the way you did and why you chose the different instructional strategies for each lesson. The justification should be based on the main components of the behaviorist and constructivist theories. Do the same for both lessons.

D) You will choose one of the lessons and teach it to the class (It's NOT a power point presentation on the topic! You should actually teach the lesson).

This assignment will be graded using the following criteria:
- Accuracy of major components for each classroom scenario
- Accurate justification/support of choices based on theory
- Connections between lesson plan and theory (this activity is included in the lesson because...)
- Clarity/organization of writing
- Quality of the lesson plan and presentation

3) Modules Summaries -
As listed in the calendar, you will be required to complete summaries of the modules you read during that week. The summary should be 1 page long (typed or hand written), and should contain the main concepts and ideas discussed in the module.

4) Case Studies - As listed in the class schedule, you are required to complete several “case studies”. These case studies are presented at the beginning of each cluster of modules. For each case study you should address the questions: WHO, WHAT, WHERE, and WHEN. You should also respond to the ASSESS questions presented at the end of each case study (see instructions in your book in the insert “HOW TO READ A CASE STUDY”).

Revised July 3, 2014
XIII. Internet sites or databases - Extra readings and materials needed for this class can be found online on blackboard.

XIV. Late Work:
Your work is due on the date indicated on the syllabus. Work submitted late will suffer a deduction in points to the discretion of the instructor. Power point presentations should be done on the date scheduled and will NOT be accepted at a later date.

XV. Students with Disabilities
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVI. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:
- Quizzes – 25%
- Summaries – 15%
- Case Studies – 10%
- Research Paper – 25%
- Classroom Scenarios – 25%

A+=100%; A= 93-99%; A= 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIX. Academic Ethics:

Revised July 3, 2014
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING)- Using your cell phone during class is a sign of disrespect with your instructor and classmates. When entering the classroom, please turn off or put in vibrate mode your cell phone. If you need to take a call, please step outside the classroom to take it and return to class as soon as you can.

XXII. Complaints policy

The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted at the COE. The same process applies in case on harassment issues (see NNMC student handbook for how to handle harassment situations).
Northern New Mexico College
College of Education
EDUCATION XXX
Semester:

**KNOWLEDGE PRINCIPLE**
1. **Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching:** The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

4. **Learning:** The teacher candidate comprehends the principles of student growth, development, and learning, and applies them appropriately.

5. **Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism:** The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity:** The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism:** The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration:** The teacher candidate works productively with colleagues, parents and community.

**DISPOSITIONS**
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

**SKILLS**
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 24, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014
Mondays (in person) 4:00-6:45 pm; 8/18/14-12/8/14
Richard Martinez Teacher Education Building, Science Lab 106

III. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
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</thead>
<tbody>
<tr>
<td>Regina Robbins, MA</td>
<td><a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a></td>
<td>Mon/Wed 3:00-4:00 pm And by Appointment</td>
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<tr>
<td></td>
<td>Office: TEC 211</td>
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<tr>
<td></td>
<td>Phone: 505-747-5466</td>
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</table>

Required Text: NO Required Text

**Annenberg Learner Videos**: You will be using two video series outside of class to gain essential content knowledge to boost your confidence as a teacher. Bookmark these sites on your computer.

b. “Science in Focus: Force and Motion.”

These are 60-min streaming videos. You will need a computer and decent internet speed and connection. You are able to watch them at NNMC library or after class concludes each week if you need computer access.

**Suggested Earth Science Videos From Annenberg:**
- *Earth Science* Session 2: Every Rock Tells a Story
- *Earth Science* Session 3: Journey to the Earth’s Interior
- *Earth Science* Session 4: The Engine that Drives the Earth
- *Earth Science* Session 5: When Continents Collide

**Suggested Physical Science Videos From Annenberg:**
- *Science in Focus: Force and Motion* Workshop 6: Force Against Force
- *Science in Focus: Force and Motion* Workshop 7: The Lure of Magnetism
- *Science in Focus: Force and Motion* Workshop 2: Drag Races
- *Science in Focus: Force and Motion* Workshop 3: When the Rubber Meets the Road
- *Science in Focus: Energy* Workshop 2: Force and Work

Revised August 24, 2014
IV. Required Materials or Readings:
   1. Next Generation Science Standards: You will be provided with a hard copy of the NGSS Core Idea Progressions on Day 1, but to see each individual standard by grade, go to NGSS website and search by grade level or topic. To complete your concept maps you will need to review each individual standard in the Earth Science and Physical Science strands http://www.nextgenscience.org/search-standards
   2. Course Readings: You will be provided with electronic scanned copies or hard copies of the weekly readings.

V. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VI. Attendance: Attendance is required for all class sessions. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

VII. Catalog Course Description:
This course is part of a two-semester series (EDU 313 and EDU 423) that prepares teacher credential candidates to use best practices in science and math teaching for K-8 students. Pre-requisite: EDU 201 with a grade of C or better.

VIII. Course Objectives:
All Education classes at NNM College are competency-based, meaning that students complete assignments that align to the New Mexico State Competencies for Entry-Level Teachers. With this in mind, upon completion of the course we expect that you will:
1. Understand the nature and purpose of teaching constructivist, inquiry-based science and math in the elementary school curriculum, especially FOSS and STC lessons used in northern NM school districts.
2. Be able to understand the importance of visual literacy and how they relate to process thinking skills in science.
3. Make connections between the teaching of science and math in the classroom and why science and math should matter to people in northern New Mexico.
4. Explore best methods in teaching science and math to children of diverse ethnic, cultural and linguistic backgrounds.
5. Become knowledgeable of the current National Science Education Standards and Benchmarks (Next Generation Science Standards).
6. Develop or extend an area of science expertise in two of the three content areas of science (Earth/Space and Physical).
7. Increase your confidence as a teacher and learner of science.

Revised August 24, 2014
IX. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
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<th>NM TEACHER COMPETENCY</th>
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<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 3, 4, 6, 7, 8, 9</td>
<td>A-1, 4, F 1, 2, 4, 5, 6, 7, G 1, 2, 3, 5, 8, I 3</td>
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<tr>
<td></td>
<td>Syllabus</td>
<td>PREPARE: Read <em>The Nature of Science</em></td>
<td>Dispositions 1, 2, 3</td>
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<tr>
<td></td>
<td><strong>Dialogue:</strong>  Our science history</td>
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<td>Skills 2</td>
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<td><strong>Activity:</strong> NGSS Core Progression of Ideas Puzzle</td>
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<tr>
<td>8/25</td>
<td>Contemplative/Critical Pedagogy</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 3, 4, 6, 7, 8, 9</td>
<td>A, 2, 5, 6, F 1, 2, 4, 5, 6, 7, G 1, 2, 3, 5, 8, I 3</td>
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<tr>
<td></td>
<td>Mixed Methods Investigations</td>
<td>PREPARE: Watch Annenberg Video</td>
<td>Dispositions 1, 2, 3</td>
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<tr>
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<td><strong>Activity:</strong> Black Box Experiment</td>
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<td>Skills 2</td>
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<td><strong>Dialogue:</strong> PED Educator Code of Ethics</td>
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<tr>
<td>9/1</td>
<td><strong>NO CLASS—HOLIDAY</strong></td>
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<td>9/8</td>
<td><strong>Activity:</strong> Math &amp; Science Curriculum Demos</td>
<td><strong>DUE:</strong> Reflection Journal Entry</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>A 1, 4, A7: A, B, C, F</td>
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<td>CLASS Observations</td>
<td><strong>PREPARE:</strong> Watch Annenberg Video</td>
<td>Dispositions 1, 2, 3</td>
<td>B 9, 10, 11, D 1, 2, 3, 4, 6, 7, 8, D 9, 10, 12, 14</td>
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<tr>
<td></td>
<td><strong>Dialogue:</strong> Assessing Science Learning</td>
<td><strong>Read Questioning Strategies and Leading Discussions</strong></td>
<td>Skills 1, 2</td>
<td>E 1a, 1b, 1c, 1d, E 3b, 3c, 3d, 3e, F 1, 2, 4, 5, 6, 7, G 1, 2, 3, 5, 8, I 3, J Science b, c, d, e</td>
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<td>9/15</td>
<td><strong>Activity:</strong> Math &amp; Science</td>
<td><strong>DUE:</strong> Reflection Journal Entry</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>A 1, 4, A7: A, B, C, F</td>
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<tr>
<td>Date</td>
<td>Activity:</td>
<td>Dialogue:</td>
<td>PREPARE:</td>
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<td>9/22</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>Managing a Classroom for Science Learning</td>
<td>Watch Annenberg Video Essential Science for Teachers</td>
<td>Reflection Journal Entry</td>
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<td>9/29</td>
<td>Earth Science Concept Map Carousel</td>
<td>Basic Science Process Skills</td>
<td>Finish Earth Science Concept Map</td>
<td>Reflection Journal Entry</td>
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<td>10/6</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>The 5E Learning Cycle</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
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<td>10/13</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>Varying Approaches to Science</td>
<td>Watch Annenberg Video Essential Science for Teachers</td>
<td>Reflection Journal Entry</td>
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<tr>
<th>Date</th>
<th>Activity:</th>
<th>Due:</th>
<th>Dialogue:</th>
<th>Prep:</th>
<th>Knowledge</th>
<th>Dispositions</th>
<th>Skills</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tr>
<td>10/20</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>Reflection Journal Entry</td>
<td>Experimenting as a Valuable Way of Doing Science</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>1,2,3,4,5,6,7,8,9</td>
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<td>10/27</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>Reflection Journal Entry</td>
<td>Teachers Negotiating Different Communities</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>1,2,3</td>
<td>1,2</td>
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<td>B</td>
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<tr>
<td>11/3</td>
<td>Physical Science Concept Map Carousel</td>
<td>Reflection Journal Entry</td>
<td>Integrating Science with Other Subjects</td>
<td>Finish Physical Science Concept Map</td>
<td>1,2,4,6,7,8,9</td>
<td>1,2,3</td>
<td>1,2</td>
<td>A</td>
<td>B</td>
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<td>11/10</td>
<td>Designing Science Fair Projects: Asking Investigable Questions</td>
<td>Reflection Journal Entry</td>
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<td>Physical Science Concept Map</td>
<td>1,2,4,6,7,8,9</td>
<td>1,2,3</td>
<td>1,2</td>
<td>A</td>
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<td>Date</td>
<td>Activity</td>
<td>PREPARE:</td>
<td>DUE:</td>
<td>Knowledge</td>
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<td>11/17</td>
<td>Activity: In Class Workshop: Science Fair Projects</td>
<td>PREPARE: Finalize Science Fair? Design Experiment Procure Materials</td>
<td>DUE: Reflection Paper Due</td>
<td>1,2,4,6,7,8,9</td>
<td>1,2,3</td>
<td>1,2</td>
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<td>11/24</td>
<td>NO CLASS — HOLIDAY</td>
<td>Prepare Science Project</td>
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<tr>
<td>12/1</td>
<td>Presentation of Science Fair Posters/Projects</td>
<td></td>
<td>DUE: Science Fair Project</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>1,2,3</td>
<td>1,2</td>
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<tr>
<td>12/8</td>
<td>Presentation of Science Fair Posters/Projects</td>
<td>DUE: Science Fair Project Class Observation Log Sheet &amp; Evaluation Report</td>
<td></td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>1,2,3</td>
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</table>

X. Assignment Descriptions/Assessment Criteria:

Requirements and Evaluation:
1. **Attendance and participation.** All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and present a final project. See policies below for more on attendance. This is worth 25% of the final grade.

2. **Reflection Journal & Paper.** Each student will keep a reflection journal for the course of the semester. Each week students will make at least one entry based on reflections on course readings and activities. At the end of the semester, each student will analyze his or her entries and submit a 4-5 page summary of their journal. This is worth 20% of the final grade.

3. **Math & Science Curriculum Demos.** Each student will have the opportunity to lead class discussion on one math and one science topic of his/her choice. The class presentations will include micro-lessons on a class-related topic (one math lesson and one science lesson). The math lesson is worth 2.5% of the final grade and the science lesson is worth 2.5% of the final grade; in total, the two lessons amount to 5% of the final grade.

4. **Final Science Fair Project.** Each student will create a model science fair project. Students will develop an investigation of their own design, collect data, and prepare a presentation to the class that includes a description of the experiment, data collected, methods and results. This will be shared with the class in a 30-min presentation. This is worth 30% of the final grade.

5. **Visual Demonstration of NGSS Science Concept Linkages K-8.** Students will use the visual literacy skill of concept mapping to show understanding of the progression of science concepts in Earth and Physical Science. Maps must show linkages between factual details and conceptual information, but otherwise you are free to create these in any way you wish. The Earth Science Concept Map is worth 5% of the final grade and the Physical Science Concept Map is worth 5% of the final grade; in total, the two maps amount to 10% of the final grade.

6. **Classroom Observations & CLASS Evaluation Report.** All students will complete ten hours of classroom observation evidenced by a Field Lab Experience/Practicum Log Sheet. This is worth 5% of the final grade.

Revised August 24, 2014
All students will write a one page, single spaced, evaluation report on a one hour classroom observation. This is worth 5% of the final grade.

***Directions and rubrics will be provided in a timely fashion for each assignment throughout the semester.

XI. Internet sites or databases:
   Next Generation Science Standards
   http://www.nextgenscience.org/search-standards
   “Essential Science for Teachers: Earth Science”
   http://www.learner.org/resources/series195.html
   “Science in Focus: Force and Motion.”
   http://www.learner.org/resources/series136.html

XII. Late Work:
Your work is due on the date indicated on the syllabus. All assignments are expected to be completed and submitted on time (by 4:00 p.m. on the due date unless noted otherwise). If you believe you will not be able to turn in an assignment on time please contact me as soon as possible. Five percentage points will be taken off the assignment’s final grade for every day the assignment is late.

XIII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the
parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVI. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98+</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
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<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
<td>74-77</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>68-69</td>
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<tr>
<td>D</td>
<td>64-67</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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</table>

XVII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment.

For more information on plagiarism, please see: https://www.indiana.edu/~istd/

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XIX. Sexual Harassment
Sexual harassment is reprehensible and will not be tolerated. It subverts the mission of the college and threatens the careers, educational experience, and well-being of students, faculty, and staff.

XX. Students Called to Military Service
If you or a family member is called to military duty, please let me know as soon as possible.

XXI. Student Handbook
Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE 1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE 2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE 3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE 4. Learning: The teacher candidate comprehends the principles of student growth, development, and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE 5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE 6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE 7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE 8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE 9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Northern New Mexico College
College of Education
EDUCATION 322- Math for Educators I
Semester: Fall 2014

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: 7:00p.m-9:45p.m.-TEC 106

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katherine M. Duran, MA</td>
<td><a href="mailto:Katherine.duran@nnmc.edu">Katherine.duran@nnmc.edu</a> 575-741-0195</td>
<td>Replies to email and voice mail will be within 24hrs. Appointments welcome</td>
</tr>
</tbody>
</table>


VI. Required Materials or Readings: Independent material, Internet Access,

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

AS REVIEWED WITH STUDENTS- 3 ABSENCES/TARDIES = 1 LOWER GRADE, 6 MISSED FAILURE. LEAVING EARLY SHOULD NOT BE PROBLAMATIC, MORE THAN 2 WILL RESULT IN LOWER GRADE.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
IX. **Catalog Course Description:**

**MATH FOR EDUCATORS I** This course is designed to prepare you to teach the National Council of Teachers of Mathematics Standard 1, K-8, Numbers and Operations, and Standard 2, K-8 Algebra, integrated with Standards 6, 7, 8, 9, and 10 Problem Solving, Reasoning and Proof, Communications, Connections, and Representations. You will be assessed based on performance measures designed to demonstrate mastery of mathematical concepts.). You will participate in seminars and observe 10 hours of classroom instruction in the field. **Prerequisites:** ED 201 and 213 and MATH 130. (3, 3T+0L)

X. **Course Objectives:** The primary objective of this course is to provide the future teacher with a strong foundation in the theory of arithmetic, as it relates to the elementary curriculum. By providing problem solving activities, the future teacher will gain knowledge of the importance of mathematical material in daily life, while increasing computational skills.

**Learning outcomes:**

**Outcome 1 - Arithmetic**

C1- Explain procedures for solving, addition, subtraction, multiplication and division with whole numbers, integers and fractions
C2- Solve addition, subtraction, multiplication and division of large numbers through various methods
C3- Analyze student work - assess rationality of arguments and identify mathematical misconceptions in errors.
C4- Use the relationship between operations, to solve algebraic equations

**Outcome 2 - Representing mathematical concepts**

C1- Utilize tactile representations, including base blocks, integer chips to represent numbers and operations.
C2- Utilize visual representations, including discrete pictures, number lines, and rectangles, to represent operations
C3- Utilize representations to explain how estimation and rounding work
C4- Utilize concrete applications to represent operations

**Outcome 3 - Communicate mathematical concepts**

C1- Describe the equivalence between various representations of numbers and operations
C2- Create justifications for properties and procedures in math
C3- Utilize correct terminology and notation

XI. **Class Topics, NM Teacher Competencies and Assignments:**
Common Core Standards for Mathematical Practices

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1. **CCSS.Math.Practice.MP1** Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.


Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and

Revised August 15, 2014
manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. **CCSS.Math.Practice.MP3** Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.


Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Revised August 15, 2014
5. **CCSS.Math.Practice.MP5** Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.


Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, student’s give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. **CCSS.Math.Practice.MP7** Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as $5$
minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

8. **CCSS.Math.Practice.MP8** Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8-20-14</td>
<td>Greeting Class Expectations Chapter 1 Numbers and Base ten system.</td>
<td>A-1.a,b,c,d,f B-1.a,b,c,d,3. 1.a,b C-1.a,b,c,d,e, 3. a,b,c,d,e D-1. a. b. 3. a,b,c,d E- a,b,c,d,e,f,g,h. 3-1. a, b, c,d,e,f,g,h F-1. a,b,c,d,e J-1. a,b,c,d, 3. a, b, c K-1. a,b,c, 3-b l-1. a</td>
<td>Ice breaker-Introductions Syllabus Review In class reading, review and in-class activities CA-1 to CA-22</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</td>
</tr>
<tr>
<td>Week 2 8-27-14</td>
<td>Chapter 2 Fractions and problem solving</td>
<td>A-1.a,b,c,d,e B-1.a,b,c,d,3. 1.a,b C-1.a,b,c,d,e, 3. a,b,c,d,e D-1. a, b. 3. a,b,c,d E- a,b,c,d,e,f,g,h. 3-1. a, b, c,d,e,f,g,h F-1. a,b,c,d,e</td>
<td>Review chapter reading – discussion In-class activities CA-23 to CA-47</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</td>
</tr>
<tr>
<td>Week 3 9-3-14</td>
<td>Chapter 3 Addition and Subtraction Chapter 4 Multiplication</td>
<td>A-1.a,b,c,d,e B-1.a,b,c,d,3. 1.a,b C-1.a,b,c,d,e, 3. a,b,c,d,e D-1. a, b. 3. a,b,c,d E- a,b,c,d,e,f,g,h. 3-1. a, b, c,d,e,f,g,h F-1. a,b,c,d,e J-1. a,b,c,d, 3. a, b, c K-1. a,b,c, 3-b l-1. a</td>
<td>Review readings – discussion In-class activities CA-49 to CA-69 CA-71 to CA-94</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</td>
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<tr>
<td>Week 4 9-10-14</td>
<td>Chapter 5 Multiplication of Fractions, Decimals, and Negative Numbers Chapter 6 Division</td>
<td>A-1.a,b,c,d,e B-1.a,b,c,d,3. 1.a,b C-1.a,b,c,d,e, 3. a,b,c,d,e D-1. a, b. 3. a,b,c,d E- a,b,c,d,e,f,g,h. 3-1. a, b, c,d,e,f,g,h F-1. a,b,c,d,e J-1. a,b,c,d, 3. a, b, c K-1. a,b,c, 3-b l-1. a</td>
<td>Review Readings-Discussion In-class activities CA-95 to CA-107 In-class activities CA-109 to CA-127</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</td>
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<td>Week 5</td>
<td>Chapter 7 Ratio and Proportional Relationships</td>
<td>Review readings-Discussion In-class activities CA-129 to 147</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</td>
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<td>9-17-14</td>
<td>A-1.a,b,c,d,e  B-1.a,b,c,d,3. 1.a,b C-1.a,b,c,d,e, 3. a,b,c,d,e D-1. a, b. 3. a,b,c,d E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h F-1. a,b,c,d,e J-1. a,b,c,d, 3. a, b, c K-1. a,b,c, 3-b I-1. a</td>
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<tr>
<th>Week 6</th>
<th>Chapter 8 Number Theory</th>
<th>Review readings-Discussion In-class activities CA-149 to CA -170</th>
<th>Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</th>
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<td>9-24-14</td>
<td>A-1.a,b,c,d,e  B-1.a,b,c,d,3. 1.a,b C-1.a,b,c,d,e, 3. a,b,c,d,e D-1. a, b. 3. a,b,c,d E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h F-1. a,b,c,d,e J-1. a,b,c,d, 3. a, b, c K-1. a,b,c, 3-b I-1. a</td>
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<thead>
<tr>
<th>Week 7</th>
<th>Chapter 9 Algebra</th>
<th>Review readings-Discussion In-class activities CA-171 to CA-228</th>
<th>Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</th>
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<tbody>
<tr>
<td>10-1-14</td>
<td>A-1.a,b,c,d,e  B-1.a,b,c,d,3. 1.a,b C-1.a,b,c,d,e, 3. a,b,c,d,e D-1. a, b. 3. a,b,c,d E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h F-1. a,b,c,d,e J-1. a,b,c,d, 3. a, b, c K-1. a,b,c, 3-b I-1. a</td>
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<thead>
<tr>
<th>Week 8</th>
<th>Chapter 9 Algebra Mid Term</th>
<th>Complete In-class activities CA-171 to CA-228 Mid term</th>
<th>Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</th>
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<tr>
<td>10-8-14</td>
<td>A-1.a,b,c,d,e  B-1.a,b,c,d,3. 1.a,b C-1.a,b,c,d,e, 3. a,b,c,d,e D-1. a, b. 3. a,b,c,d E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h F-1. a,b,c,d,e</td>
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</table>
| Week 9 10-15-14 | Chapter 10 Geometry | A-1.a,b,c,d,e  
B-1.a,b,c,d,e  
C-1.a,b,c,d,e  
D-1.a,b,c,d,e  
E-1.a,b,c,d,e  
F-1.a,b,c,d,e  
J-1.a,b,c,d,e  
K-1.a,b,c,d,e  
I-1.a,b,c,d,e  
Review readings-discussion  
In-class activities  
CA-229 to CA-260 | Knowledge  
1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
|---|---|---|---|
| Week 10 10-22-14 | Chapter 11 Measurement | A-1.a,b,c,d,e  
B-1.a,b,c,d,e  
C-1.a,b,c,d,e  
D-1.a,b,c,d,e  
E-1.a,b,c,d,e  
F-1.a,b,c,d,e  
J-1.a,b,c,d,e  
K-1.a,b,c,d,e  
I-1.a,b,c,d,e  
Review readings-discussion  
In-class activities  
CA-261 to CA-271 | Knowledge  
1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
| Week 11 10-29-14 | Chapter 12 Areas of shapes | A-1.a,b,c,d,e  
B-1.a,b,c,d,e  
C-1.a,b,c,d,e  
D-1.a,b,c,d,e  
E-1.a,b,c,d,e  
F-1.a,b,c,d,e  
J-1.a,b,c,d,e  
K-1.a,b,c,d,e  
I-1.a,b,c,d,e  
Review readings-discussion  
In-class activities  
CA-272 to CA-296 | Knowledge  
1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
| Week 12 11-5-14 | Chapter 12 Solid Shapes and their Volume and Surface Areas | A-1.a,b,c,d,e  
B-1.a,b,c,d,e  
C-1.a,b,c,d,e  
D-1.a,b,c,d,e  
E-1.a,b,c,d,e  
F-1.a,b,c,d,e  
J-1.a,b,c,d,e  
K-1.a,b,c,d,e  
I-1.a,b,c,d,e  
Review readings-discussion  
In-class activities  
CA-297 to CA-312 | Knowledge  
1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |

Revised August 15, 2014
### XII. Assignment Descriptions/Assessment Criteria:

1. Students are asked to actively participate in the discussions and within group settings. (Rubric attached)
2. Students actively participate in a group to complete in-class activities.
3. Students will actively participate in discussions and provide authentic contributions while respecting the contributions of others. (Rubric Attached)  
*INSTRUCTOR WILL SHARE LINKS THAT BENEFIT THE CONTENT

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Assignment Details</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Chapter 14</td>
<td>Geometry of Motion and Change</td>
<td>Review readings-discussion In-class activities</td>
</tr>
<tr>
<td>14</td>
<td>Chapter 15</td>
<td>Formulating Statistical</td>
<td>Review readings-discussion In-class activities</td>
</tr>
<tr>
<td>15</td>
<td>Chapter 16</td>
<td>Basic Principles of Probability</td>
<td>Review readings-discussion In-class activities</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
<td>Final Exam</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
1. Class participation and attendance 20%
2. In-class activities 20%
3. Discussions 10%
4. Mid Term 25%
4. Final Exam 25%

STANDARD INSTRUCTIONS WITH SHARED WEBSITES

Rubric
Class participation is worth 20% of students total class grade

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent-A</th>
<th>Good-B</th>
<th>Satisfactory C-D</th>
<th>Needs Improvement D-F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>Student is always respectful of his or her self, others, and instructor, has a positive attitude, and does not criticize anyone else’s ideas or work.</td>
<td>Occasionally has a positive attitude about the task(s) and behaves in a respectful manner.</td>
<td>Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.</td>
<td></td>
</tr>
<tr>
<td>Focus on Class Work</td>
<td>Consistently stays focused on in-class work and what needs to be done. Very self-directed.</td>
<td>Focuses on in-class work and what needs to be done most of the time.</td>
<td>Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.</td>
<td>Rarely focuses on class work and what needs to be done.</td>
</tr>
<tr>
<td>Contributions</td>
<td>Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.</td>
<td>Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.</td>
<td>Rarely provides useful ideas when participating in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td>Working with Others</td>
<td>Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student’s presence.</td>
<td>Usually listens to, shares with, and supports the efforts of others.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others’ attempts to participate.</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Brings needed materials to class and is always ready to work.</td>
<td>Almost always brings needed material to class and is ready to work.</td>
<td>Often brings materials but sometimes needs to borrow.</td>
<td>Seldom brings materials and/or is rarely ready to get to work.</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Provides work of the highest quality that reflects</td>
<td>Provides quality work that reflects</td>
<td>Work occasionally needs to be redone</td>
<td>Provides illegible work that reflects very little</td>
</tr>
</tbody>
</table>
reflects the student’s best efforts. | an effort from the student. | or does not reflect any time or effort. | effort or does not turn in any work.

A. Contribute to discussions. 10% of entire grade
   - Ask relevant, clarifying questions.
   - Respond with relevant information or opinions to questions asked.
   - Listen to and acknowledge the contributions of others.
   - Adjust tone and involvement to encourage equitable participation.
   - Facilitate total group participation.
   - Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
   - Paraphrase and summarize as needed.

B. Participate in small and large group discussions and presentations.

XIII. Internet sites or data bases:
      Mathisfun.com
      Carnegie
      Teachnm.org
      *3 EMAILED TO DATE 9-1-14

XIV. Late Work:
      Your work is due on the date indicated on the syllabus.

XV. Students with Disabilities:
      Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. NNMC Incomplete Policy:
      The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents you timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not
complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. **Personal Responsibility:**
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. **Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% or Below 59%</td>
</tr>
</tbody>
</table>

XIX. **Academic Ethics:**
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XX. **Students are responsible to refer to the Student Handbook for specific policies and procedures.**
Northern New Mexico College
College of Education
EDUCATION ED326/311
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

Revised July 3, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: ED326 = 2; ED311 = 1

II. Semester Taught: Fall 2014

III. Course Time and Place: Hybrid online and face to face. Face to face meeting dates are 08/26; 09/09; 10/14; 11/04; and 12/02/2014

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Rose Chiovitti-Cavalcante</th>
<th>Communication Information: <a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> or 505-747-5463</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TU: 3 to 5 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W: 3-4:00 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TH: 2:30 to 4:30 PM</td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings: Textbooks. Additional material may be provided online on Blackboard classes Ed326 and ED311.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Your instructor will not communicate with your through your personal email.

VIII. Attendance:

Attendance is required for all face to face class sessions. One day of missed class may result in failing the course. Students are expected to weekly be present on discussions online.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course may result in failure at the discretion of the instructor.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description:
ED 326: In this class you will learn basic classroom processes, techniques and procedures to help you manage your classroom for high levels of student success. You will learn practical strategies for increasing student motivation and learning in a diverse classroom. You will also learn practical strategies for managing student behavior and discipline in your future classroom. Co-requisite: ED311

ED 311: This class consists of a Practicum connected with the ED326 class. You will spend 37.5 hours in a classroom observing classroom procedures, routines, discipline of students, etc. You will be expected to write a reflective journal of your observations, interview your mentor teacher and keep a log of all the hours you spent observing in the classroom. For this class you should focus on Standard C of the NM entry level teacher competencies: Classroom Management. Co-requisite: ED 326.

X. Course Objectives:

Upon completion of this course students will:

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>NM COMPETENCIES</th>
<th>CONCEPTUAL FRAMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand models of classroom management and observe these in the classroom.</td>
<td>A1,2,3, C 1</td>
<td>Knowledge 4, 6, 7 Dispositions 1, 3</td>
</tr>
<tr>
<td>Develop and implement a classroom management plan.</td>
<td>C 2; C3, K 2</td>
<td>Knowledge 4,6, 7 Dispositions, 1, 3 Skills 2</td>
</tr>
<tr>
<td>Be able to provide a safe classroom environment for optimal learning and students’ success.</td>
<td>F2, C4; C5; C7, G2,5, I 8, 11, K9</td>
<td>Knowledge 4, 6, 7 Dispositions 1, 2, 3 Skills 2</td>
</tr>
<tr>
<td>Seek student understanding and input for classroom procedures, rules, and consequences.</td>
<td>F2,7, C 6, G6, K11, 12</td>
<td>Knowledge 4, 6, 7 Disposition 1, 3</td>
</tr>
<tr>
<td>Be able to manage time and materials effectively to minimize distractions and disruptions in the classroom.</td>
<td>E1d, C10; C11</td>
<td>Knowledge 4, 6, 7 Dispositions 1, 2, 3 Skills 2</td>
</tr>
<tr>
<td>Be able to develop behavioral management and discipline systems that are respectful of the students.</td>
<td>F7, C8; C9, G6, I 10, K11, 12</td>
<td>Knowledge 4, 6, 7 Dispositions 1, 3 Skills 2</td>
</tr>
</tbody>
</table>
XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/04/14</td>
<td>Different topics</td>
<td>C4; C5; C7, C8, C9</td>
<td>F2 ;F7 K9 ;K11, K12</td>
<td>K 4,6,7 D 1,2,3 S 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G2,5, 6 I 8, 10, 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/02/14</td>
<td>Include all text chapters and course</td>
<td>C 2; C3 C4; C5; C6;C7;</td>
<td>G2,G5, G6 I 8, I 10, I 111</td>
<td>Knowledge 4, 6, 7</td>
</tr>
<tr>
<td></td>
<td>materials</td>
<td>C8; C9 C10; C11</td>
<td>K 2 K 9 ,K11, K12</td>
<td>Knowledge 4, 6, 7 Dispositions 1, 2, 3 Skills 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E1d F2, F7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field –Lab Experience</td>
<td>A1, A2, A3</td>
<td>Field Reflections</td>
<td>K 4,6,7 D 1,3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

XII. Assignment Descriptions/ Assessment Criteria:

1) TEACHER INTERVIEW: As soon as you start your visits to the classroom, you should set up a date to interview the classroom teacher. The interview should focus on the organization and management of the classroom and also on management of students’ behavior. The interview should be transcribed in full. Do not forget to have the teacher sign a permission form, stating that the information will be used only for the purposes of this class. You should not identify the teacher or students by name in your paper. The interview should be semi-structured, that is, you will start with a prescribed set of questions (provided below) but can (and should) include questions of your own that you judge to be important for following up on the answers. Some possible interview questions are:
- How important do you think it is a vision or mission statement for a classroom management plan?
- What are your major priorities when planning the physical environment of your classroom? How does the age-group, school you work, and content areas you teach influence your priorities?
- How do you teach and address, in the first weeks of class, the main procedures of the classroom for your students? (classroom routines, etc.)
- How do you teach or transmit the classroom rules to your students in the beginning of the year?
- How do you manage transitions?
- What are some of the real or perceived threats that are a regular part of your students’ school experience?
- What are the effects of these threats on their learning? What do you do, as a teacher, to offset these threats?
- To what extent do you think you should discuss classroom rules with your students or simple state them? Why?
- How did you change procedures and behavior management approaches since your first started as a teacher?
- Describe the behavior management techniques that you use with your students.
- What do you do to promote a positive climate in your classroom?
- What do you think about including in the classroom curriculum the instruction of moral and social values? Do you think the students need it or would benefit from it? How would you do it?

After the interview is transcribed in full you will write a 2 page (1.5 space and 12 size) analysis of the interview. You will analyze it based on the readings, videos and discussions (relate the content of the interview with what we have been learning in class about classroom and behavior management- consult the textbooks).

The Teacher interview will be graded according to a rubric provided with this syllabus.

2) HOT TOPIC PAPER: You will choose a topic to research related to the topic of this class. You should use at least 3 academic references (academic journal articles and books) and no more than 2 internet references. You should write your paper in the APA style (see online the link to the APA manual). The paper should include a cover page, an abstract and a references page. The references should be cited in the body of the paper. You will also prepare a power point presentation of your paper of about 20 minutes and present it to the class. At the end you will need to submit a 5 to 8 pages written paper with a stamp and signature of Writing center Tutors, present it to the class using power point, and provide useful hand-outs to your classmates (the hand out should contain your papers’ references in addition to any other resources). The paper and the presentation will be graded according to a rubric provided online. Below are some topic suggestions for your paper. If you want to research something different talk first with your instructor to see if that is appropriate.

Topics:
- Caring classroom environments
- School-family collaboration
- Student Motivation
- Positive Expectations
- Violence Prevention Programs
- Bullying
- Moral and Values Education
- Positive Peer Relations
- Use of rewards (positive reinforcement) in the classroom
- Child Guidance

* Since the grammar, the spelling, and the presentation parts of your paper are very important, you should make at least one visit to the NNMC Writing center. When you go there, take the rubric with you so they will know what the paper should look like and will be able to better help you. You should submit to the instructor the draft of your paper with the stamp of the writing center.

- It is expected that the student is prepared to present his/her power point in the assigned date. No late presentations will be accepted and the student will receive a grade of ZERO.
4) DISCUSSIONS: Almost every week you will be required to post a discussion about the chapter(s) you have read during that week. Your posting should consist of a short summary (2 or 3 paragraphs) of the chapter’s content. Personal and relevant comments about the chapters (1 or 2 paragraphs) and also a question about the content of the chapter. After posting, you are required to read 2 classmates’ postings and answer their questions. Discussions posted after their deadlines will receive a grade of ZERO (see deadlines on the blackboard calendar).

5) COMPREHENSIVE CLASSROOM MANAGEMENT PLAN: In this course you will develop a comprehensive classroom and behavior management plan with the following components:
   - Personal Vision and Mission for your effective Classroom
   - Establishing an effective/positive environment
     - Setting up the environment
     - Seating arrangement
     - Furniture arrangement
     - Organizing classroom space and supplies
   - Strategies you will use to establish a positive Socio-Emotional classroom Climate (peer and teacher relations in the classroom)
   - Your Classroom Rules
   - Classroom procedures you will use for each of these situations:
     - Going to the bathroom
     - Entering the classroom
     - Late arrival procedure
     - Hallway procedure
     - Morning entry
     - Dismissal
     - Cafeteria
     - Lavatory
     - Sharpening Pencils
     - Locker/Cubby access and use
     - Turning in work
     - Working in groups
     - Getting Materials
     - Asking a question
     - Getting teacher’s attention
     - Finishing work early
     - And whatever you can think of.
   - Methods you will use for managing transitions
   - Techniques for developing rapport and getting to know your students
   - Discipline Plan – Develop a classroom system for 1) Acknowledging appropriate/positive behaviors; and 2) Addressing inappropriate behaviors
   - Strategies you will use to communicate with students and parents.

Tips:
   - Include a narrative and also a map showing the physical arrangement of your classroom.
   - Classroom Rules: Include a maximum of 4 or 5 rules. Discuss how you are going to teach your students each rule and what things in the class will support the implementation of that rule.

6. ED 311 - TIME LOG SHEET, CLASSROOM OBSERVATION JOURNAL, DISPOSITIONS CHECK LISTS and FIELD REFLECTIONS: In the beginning of the semester you (the candidate) will be assigned a cooperating teacher, based on availability in the area and preference in terms of location and grade-level. You are expected to spend a minimum of...
37.5 hours in field experience classrooms as documented in the time-log that is updated and regularly signed by the Cooperating Mentor Teacher at the end of each observation period. The time-log must be turned in at the end of the course with signatures to demonstrate that you spent at least 37.5 hours in the classroom.

In addition to have your Time log signed, you should also keep a journal of your observations in the classroom. As you observe you should pay attention to several things such as classroom discipline, classroom structure and procedures, routines, etc. Take notes of what you are observing and also reflect on that, making comments, relating what you are observing with what you have been learning in the ED 326 class. So, do not observe blindly. Do it with a critical and reflective mind. You will turn your journal in at the end of the semester for a grade. A rubric based on Marzano’s criteria for effective teaching will be provided to you online to help you focus your observations and complete your Field Reflections.

In addition, you will turn in TWO typed field reflection papers. Those will the summaries of your observations as well an overall reflection about what you have been learning in the field. Each reflection paper will be based on some criteria of the Marzano’s rubric. These observation papers will be kept by the Field Placement Office (together with the Observation Log and Dispositions checklists) as evidences that you have completed this Practicum class.

A.) Required Professional Competency-Based Artifact - Comprehensive Classroom Management Plan

B.) Required Professional Competency-Based Artifact Rubric

**COMPREHENSIVE CLASSROOM MANAGEMENT PLAN**

<table>
<thead>
<tr>
<th>Spelling and Grammar</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling andGrammar</td>
<td>More than 6 spelling and/or grammatical errors</td>
<td>2 to 5 spelling and/or grammatical errors</td>
<td>Less than 2 spelling and/or grammatical errors</td>
<td></td>
</tr>
<tr>
<td>Comprehensiveness</td>
<td>The plan is incomplete and does not address several of the items (classroom rules, seating arrangement, discipline plan, etc).</td>
<td>The plan is incomplete but addresses most of the items (classroom rules, seating arrangement, discipline plan, etc).</td>
<td>The plan is complete.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Choices/items (classroom rules, seating arrangement, etc)</td>
<td>Some choices/items (classroom rules, seating)</td>
<td>Choices/items (classroom rules, seating arrangement, etc)</td>
<td></td>
</tr>
</tbody>
</table>
**Organization**

<table>
<thead>
<tr>
<th>discipline plan, arrangement, discipline plan, etc) were not justified nor explained</th>
<th>discipline plan, arrangement, discipline plan, etc) were justified and explained</th>
<th>discipline plan, arrangement, discipline plan, etc) were justified and explained why they were chosen</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plan is confusing and disorganized</td>
<td>The Plan is somewhat confusing and disorganized</td>
<td>The plan is clear and organized</td>
</tr>
</tbody>
</table>

**Knowledge Base**

<table>
<thead>
<tr>
<th>Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) do not reflect a good knowledge base in the area.</th>
<th>Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) reflect a reasonable knowledge base in the area.</th>
<th>Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) reflect a very good knowledge base in the area.</th>
</tr>
</thead>
</table>

**Total**

---

XIII. **Internet sites or databases** - Resources for the class can be found online on Blackboard in our ED326 and ED311 classes.

XIV. **Late Work:**
Your work is due on the date indicated on the syllabus.

a) Discussions posted after the due dates will receive a grade of ZERO. No make up discussions will be accepted.

b) Late assignments can be either accepted or rejected on a case by case basis to the discretion of the instructor. In case the assignment is accepted, it will suffer a grade reduction also to the discretion of the instructor. Paper presentations are due on the date that they are previously assigned. Presentations will not be accepted on a later date.

XV. **Students with Disabilities:**
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu

Revised July 3, 2014
or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

GRADING SCALE FOR ED 326
1) Hot Topic Paper and presentation – 30%
3) Discussions – 30%
4) Classroom Management Plan – 30%
6) Annotated Bibliography – 10%

Assignments turned in later than the due date will suffer point deductions according to the discretion of the instructor. Discussions posted late will not be accepted and will receive a grade of ZERO.

GRADING SCALE FOR ED 311
1) Observation Journal /Reflections- 20%
2) Disposition checklists- 15%
3) Signed Time Log – 45%
4) Teacher interview – 20%

A+ 100%; A= 99-93%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.
When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.
XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING)- Using your cell phone during class is a sign of disrespect with your instructor and classmates. When entering the classroom, please turn off or put in vibrate mode your cell phone. If you need to take a call, please step outside the classroom to take it and return to class as soon as you can.

XXII. Complaints policy

The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted at the COE. The same process applies in case on harassment issues (see NNMC student handbook for how to handle harassment situations).
Northern New Mexico College
ED 401: Foundations of Education
Fall 2014

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
I. CREDIT HOURS: 3

II. SEMESTER TAUGHT: Fall 2014

III. COURSE TIME: Daily Online

IV. COURSE DESCRIPTION:
This course introduces you to the basics of the teaching profession. It includes societal expectations of teachers, social problems which impact students, essential knowledge needed for teaching, recent reforms in education, historical perspectives on education, the role of schools in today’s society, school governance, and the legal and ethical issues in education. You will be expected to participate in online activities and submit working using technology. Further, you will be expected to begin to articulate your philosophy of education.

V. NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS:

- Reflects on, analyzes, evaluates effects of choices/actions on others - students, parents, and other professionals in learning community, and will be able to use knowledge to improve learning process. (A-1)
- Is aware of need to actively seek out opportunities to grow professionally, including participation in professional organizations and development such as conferences, workshops, classes and research, and uses information to improve practices to become life-long learner. (A-2)
- Participates in process of researching educational issues and practices, applying them in classroom, and monitoring effects. (A-3)
- Understands educational decision-making process as advocate for children, school, district, and self. (A-4)
- Is aware of, and adheres to, state Professional Code of Ethics for Educators. (A-5)
- Demonstrates awareness of relevant legal requirements of teachers and schools. (A-6)
- Demonstrates awareness of local, state, and federal agencies and educational systems. (A-7)
- Provides a safe classroom environment where individual differences are respected. (C-4)
- Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (F-1)
- Is aware of the culture, history, and values of the community in which she/he teaches. (G-1)
- Understands, respects, and values central role that community and family play in learning process. (G-2)
- Understands that there must be reciprocal relationship between school and community. (G-3)
- Values and utilizes knowledge that all community members have something to contribute to classroom to assist educational process. (G-4)
- Recognizes that family and community can be used as teaching resources to enhance learning and children’s self value. (G-5)
- Communicates to parents and community members student progress, important events, and school activities. (G-6)
- Understands importance of inviting parents and community members to participate in
the classroom. (G-7)
- Conveys and demonstrates to students the importance of being an active part of the community. (G-8)

VI. REQUIRED TEXT:


VII. INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>Christina Esquibel Ed.S.</th>
<th>COMMUNICATIONS:</th>
<th><a href="mailto:christinaesquibel@hotmail.com">christinaesquibel@hotmail.com</a></th>
<th>OFFICE HOURS:</th>
</tr>
</thead>
</table>

VIII. ATTENDANCE

Attendance is required for all class sessions. For online classes, attendance is weekly and active participation on or before discussion board posting due dates and submission of assignments on or before the assignment is due. If the student fails to post or submit assignments for two weeks, consecutive or otherwise, without an instructor approved excuse, this will constitute two missed class sessions and the student will fail the class.

IX. CLASS TOPICS AND ASSIGNMENTS

College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern's College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>Competency</th>
<th>Assignment &amp; Assignment Due Date</th>
<th>Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1; Week 1</td>
<td>Introductions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2; Week 2</td>
<td>The Teaching Profession</td>
<td>A-2, A-3, A-4; G-1</td>
<td>Discussion Entry and Reflection &amp; Classroom Bill of Rights</td>
<td>D: 1, 2, 3</td>
</tr>
<tr>
<td>Module 3; Week 3</td>
<td>Learning to Teach</td>
<td>C-4</td>
<td>Discussion Entry and Reflection &amp; INTASC principles application paper</td>
<td>D: 1, 2, 3</td>
</tr>
<tr>
<td>Module 4; Week 4</td>
<td>Ideas &amp; Events Shaping Education</td>
<td>A-1; A-7</td>
<td>Discussion Entry and Reflection Personal Philosophy of Education</td>
<td>D: 1, 2, 3</td>
</tr>
<tr>
<td>Module 5; Week 5</td>
<td>Social Realities</td>
<td>A-7; G-4, G-5; G-6, G-7; G-8</td>
<td>Discussion Entry and Reflection Observation report</td>
<td>K: 7, 9</td>
</tr>
<tr>
<td>Module 6; Week</td>
<td>Ethical &amp; Legal Issues</td>
<td>A-5; A-6</td>
<td>Discussion Entry and Reflection Code of Ethics</td>
<td>D: 1, 2, 3</td>
</tr>
</tbody>
</table>
X. ASSIGNMENT DESCRIPTIONS/GRADING CRITERIA

**Class Scrapbook**

One of the goals of Foundations of Education is to have students reflect upon and explore the meaning of learning and education. To this end, students are being asked to compile a “Scrapbook” of structured thoughts, ideas, opinions, and feelings related to the class topics. Two forms of course assignments meet this requirement:

- Journal Entries/Activating Events online
- Structured Assignments

**Discussion Entries/Activating Event:**

For this portion of the requirement, students are asked to reflect on and answer questions from the Becoming a Teacher text (for specific assignments, see the Foundation of Education Schedule). Students may reflect and answer these questions using a learning style that works for that individual student - narratives, poetry, collages, mind maps, paintings, photo essays, etc. The criteria for this assignment include:

- Answering the full question using the Becoming the Teacher text as a reference.
- Professionally presented.

A one-week grace period for submissions will be allowed, but after that, assignments will be considered late and late penalties (20% deduction per week) will be applied. Assignments will not be accepted after the 2nd week of the assignment due date.

<table>
<thead>
<tr>
<th>Module</th>
<th>7: Week 7</th>
<th>Diverse Learners</th>
<th>A-1; C-4; F-1; G-1; G-2; G-3</th>
<th>Discussion Entry and Reflection IRIS Module: Teaching &amp; Learning In NM</th>
<th>D: 1, 2, 3</th>
<th>K: 2, 7, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module</td>
<td>8: Week 8</td>
<td>Addressing Learners’ Needs</td>
<td>C-4; F-1; G-2; G-3</td>
<td>Discussion Entry and Reflection Observation Report and Critical Reflection</td>
<td>D: 1, 2, 3</td>
<td>K: 2, 4, 9</td>
</tr>
<tr>
<td>Module</td>
<td>9: Week 9</td>
<td>Authentic Instruction</td>
<td>C-4!; G-4, G-5, G-6, G-7, G-8</td>
<td>Discussion Entry and Reflection Website Review</td>
<td>D: 1, 2, 3</td>
<td>K: 2, 4</td>
</tr>
<tr>
<td>Module</td>
<td>10: Week 10</td>
<td>Curriculum Standards, Assessment &amp; Student Learning</td>
<td>C-4; G-2; G-3</td>
<td>Discussion Entry and Reflection Scoring Rubric</td>
<td>S: 2</td>
<td>K: 1, 3, 4, 5</td>
</tr>
<tr>
<td>Module</td>
<td>11: Week 11</td>
<td>Teachers as Education Leaders</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
<td>Discussion Entry and Reflection Case Study</td>
<td>K: 3, 6, 8, 0</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>12: Week 12</td>
<td>Your Induction into Teaching</td>
<td>A-1; A-2; A-3; A-4</td>
<td>Discussion Entry and Reflection Future Letter to Self or Bag of Tricks</td>
<td>K: 6, 8, 9</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>13: Week 13</td>
<td>Integration Project</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
<td>Final Scrapbook Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>14: Week 14</td>
<td>Integration Project</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
<td>Final Scrapbook Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>15: Week 15</td>
<td>Course Reflection</td>
<td>A-1; A-2; A-3; A-4</td>
<td>Course Reflection Paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module Project:
In order to honor various learning styles, students can select one of two assignments for the modules when these assignments are due. A detailed description of the assignments can be found in the Class Projects section of the course. Assignments are due on the dates specified in the Foundations of Education Schedule online. A one-week grace period will be allowed, but after that, assignments will be considered late and late penalties will be applied.

The scrapbook is designed to honor the students’ learning styles and creativity. The major criteria are that it is professional presented and that covers the content specified in the individual assignment descriptions.

Each scrapbook entry (Journal entries and Structured Exercises are graded separately) is worth up to 5% of the final grade. Note: Students can make corrections and revisions based on the instructor feedback for their final presentation of the scrapbook.

Final Scrapbook Presentation and Course Reflection
Students will present the final version of their Scrapbook online during the last module of class. Assessment will occur both by (a) ongoing feedback by the instructor, and (b) the students’ peers in a discussion board fashion using the following criteria (a rubric will be distributed for the assessment):

The grading criteria for this project include:
- Neatness & Professionalism - clean, professionally presented in a labeled scrapbook that includes a title page, table of contents, and highlighted/labeled individual sections; easy to view and understand for the uninformed reader; and free of grammatical and spelling errors
- Quality of Content - the content demonstrates mastery and insights into the subject matter.
- Creativity and Insight - Materials demonstrate creativity and insight about self and course material.

Course Reflection & Grade Proposal
At the end of the semester you will submit a final course evaluation that will include:
- Learning: a description of no more than 2 pages single spaced of key areas of learning and the process by which your thinking shifted (or didn’t!) during the semester.
- Course Commitment: a statement about how well you met the criteria you established in your course contract.
- Grade: Based on the criteria in the syllabus, propose the grade you think you should receive and provide a rationale or explanation with concrete evidence and discussion.

The scrapbook presentation and course reflection are worth 10% of the final grade.

XI. GRADING SCALE:
Grading will be based on mandatory class meetings, online class attendance and acceptable completion of class assignments.
XII. ASSESSING STUDENT COMPETENCIES:

XIII. LATE WORK
Your work is due on the date indicated on the syllabus. I will deduct 20% if you submit your assignment one week beyond the grace period. Assignments will not be accepted two weeks beyond the assignment due date. In case of an emergency, you may email your assignment. Each student is responsible for maintaining copies of all completed assignments. Because humans and computers are not error-proof, save often when writing papers, and once completed, save one copy to an external source and one as a hard copy.

XIV. SPECIAL NEEDS:
NNMCC is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second class meeting. The special needs liaison at NNMC may be reached to 747-2152

XV. INFORMED CONSENT:
Some students may choose to disclose personal information during class. Therefore, it is important that all classmates agree to keep the information discussed in class confidential.

XIV. INCOMPLETE POLICY:
The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is your responsibility to complete the work according to the parameters of the deadline. The college's computer automatically changes an “I” to a “F” when the deadline passes.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

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KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: Hybrid online and face to face. Face to face meetings: August 30th (1 to 2:30), October 4th (BA only – 9 to 12:30); November 15th, and December 6th (9 to 4pm)

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Rose Chiovitti-Cavalcante</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a></td>
<td>TU: 3-5 pm</td>
</tr>
<tr>
<td></td>
<td>747-5463</td>
<td>We 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TH: 2:30 to 4:30 pm</td>
</tr>
</tbody>
</table>

V. Required Text:


And


VI. Required Materials or Readings: Supplemental materials are provided online in blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Note that faculty will not communicate with you through your personal email.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Course Description:

Revised July 3, 2014
NNMC COE envisions to educate professionals who possess a solid theoretical foundation in education. This foundation will allow future professionals in education to make sophisticated and informed decisions in the field. This course will help you, as a COE student, to develop this needed theoretical foundation and a critical view of various educational practices. In this course you will learn about or review some aspects related to the social, emotional, physical, and cognitive development of students and critically examine theories that enable teachers to become effective practitioners.

In addition, you will learn, understand, and start to use the foundation of different theories of education and learning to plan for instruction in the classroom. In addition, you will understand the role of regular education teachers in teaching students with special needs in the classroom, the main characteristics of the 13 disabilities covered under IDEA and strategies you can use to address those students needs in the classroom.

This course is designed to develop:

- Inquiry-oriented teachers
- Life-long learners and teachers
- Self-reflective teachers
- Teachers who are familiar with theoretical knowledge
- Critical thinkers
- A community of learners who share thoughts and ideas both orally and in writing.

* BA Students!
The ED 450 class is a NNMC Writing Intensive Course where BA students will develop and improve their writing skills to communicate within the fields of education. That means that BA students will have more writing assignments embedded into the course and additional face to face meetings as compared to their ALP peers.

X. Course Objectives:

The New Mexico Teacher Competencies for entry-level teachers addressed by this course are:
A: 2, 3, 8A, 8B, 8D, 8H; B: 1, 2, 3, 4, 6, 7; C: 3, 5; 7 E: 2d; F: 1, 2; G: 2; H: 2, 3, 4, 8, 9, 11; I: 1, 2, 3;
K: 2, 3, 9, 14
Areas of the COE Conceptual Framework addressed in this course are:
Knowledge Principles: 1, 2, 4, 7, and 8
Skills: 1
Dispositions: 1, 2, and 3

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
XII. Assignment Descriptions/Assessment Criteria:

1) Research paper

Directions
The context:
You are a special education expert that have been invited to teach a professional development seminar for regular education teachers in a public school district. The district is planning to implement the full inclusion of students with special needs next year and this professional development is intended to provide regular education teachers with information about the different disability categories under IDEA (The Individual with Disabilities Act) and the instructional strategies (accommodations and modifications) that teachers can use to address the needs of these students in the classroom.

- You will write a 12 page research paper, using APA style on one of the disabilities covered under the IDEA (Individuals’ with Disability Education Act).

To learn more about APA go Purdue University’s writing center website. There you will find, not only the guidelines to use APA style correctly in your paper, but also other materials and resources to help you with your writing. The site is [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/). The paper should include at least a cover page, a references page, and an abstract. The references should also be cited in the body of the paper following APA style.

In your paper you should address the following questions (do not write your paper in a question/answer format. Only use those questions to help you think critically about the topic as you write your paper).

1) What is this disability all about (its characteristics, signs, symptoms and associated behaviors)?
2) How is this disability expressed in the classroom (in terms of learning and social behaviors)?

3) What are the advantages and disadvantages of including these students in the regular classroom?

4) What can a regular education teacher (alone or in collaboration with a SPED teacher) do to address the needs of her students with this disability in the classroom/school?

- You will also prepare a power presentation of your paper and present it as it was a professional development workshop to teachers in a particular school district. In addition to the power point, you will bring relevant resources (in the form of handouts) that you have found on the topic and that will be useful for “the teachers” (your classmates) in the district. Among the resources/handouts, you should include a copy of your annotated bibliography and list of sites that you used to write your paper.

- Note that one section of your final paper will be a discussion of the pros and cons of inclusion. This section should have been worked already through your first assignment. For the paper you will only need to modify it to fit the narrative flow of your paper.

A power point with guidelines on how to prepare an effective power point presentation has been provided within the online course as a resource for you. Consult it to ensure that you will have a successful presentation. Also, consult the rubric provided to ensure you are meeting the grading expectations.

You will submit to the instructor:

a) An APA style paper on the topic chosen (you can submit a hard copy or you can submit it online. If you choose to submit it online, please attach your paper rather than cutting and pasting it on blackboard. This will prevent your paper from losing its formatting.

b) BA students will be required to submit a rough draft of their papers stamped by the Writing Center (writing center tutors should check your paper for both APA style problems as well as grammar problems).

c) Power point presentation with useful handouts for classmates (in addition to other materials, the hand out should include the citations on your paper).

The paper and the presentation will be graded according to a rubric provided in your on line course.

2) Assignment 1 - Pros and Cons of Inclusion

This first assignment is designed to help you to reflect on the different positions held by researchers on the topic of inclusion. You will conduct a literature review establishing a controversy.

Directions:
Context: You are a special education director in a district trying to decide if you will recommend to the district’s superintendent the full inclusion of students with special needs next school year. With that in mind, you are trying to address the following: “What does research say about the pros and cons of inclusion?” I have posted on our course website a list of articles in favor of inclusion and a list of articles against inclusion. Read at least two articles from each list and then write a 3 page paper (which will later will be slightly modified to be used as a section of your final research paper) establishing this controversy through a summary of the opposing views (Note: You are not being asked to have or develop your own thesis – just summarize the controversy and write a conclusion based on what you have read).

3) Assignment 2 (for BA students only) – Annotated Bibliography
Using NNMC research databases and research engines, conduct a literature review on the topic of your disability. Find at least 6 academic sources (journal articles and books) for your annotated bibliography. Remember that it takes some time for the NNMC library to acquire journal articles and books through interlibrary loan, so start this assignment preferably in your first week of class.

For each article or book chapter you use, you should provide the title and the authors, a summary of the content and main points. You should also discuss how do you think the information provided by the article will contribute to your paper and in what section of the paper you are planning to use it (when discussion the characteristics of the disability, when discussion interventions, etc.). Each summary should have about 200 to 250 words.

4) Assignment 3 – MI Reflection I (for BA students only)
Write a 3 to 4 pages reflection addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)
- What was my first reaction to the assignment of writing a lesson plan and presenting a lesson based on one of Garner’s Multiple Intelligence?
- What am I excited about it? What are the difficulties I expect to have with this assignment?
- As a read chapters 1 and 2 of the Armstrong book, what were the results of my MI inventory? Was it a surprise?
- How did this activity started me thinking about the MI lesson and lesson plan?

5) Assignment 4 – MI Reflection II
Write a 3 to 4 pages reflection addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)
- As I read chapters 3, 5 and 6 of the Armstrong book and deepened my knowledge about how to adapt curriculum and teaching strategies to students based on different MIs, what ideas are coming to my mind about how I can
use the (fill in the blank with the intelligence you chose for your MI lesson) intelligence in my lesson?
- What will the topic of my lesson be? Why did I choose this topic?
- What has been my thought process (describe the steps) to arrive at the final format for my lesson?
- What’s my rational/explanation for using the materials and strategies I chose? Why do I think those materials and strategies will be appropriate for the students in my class who have the (fill in the blank with the intelligence you chose for your MI lesson) intelligence?
- How and why do I expect my lesson to be able to teach and motivate a student with a developed (fill in the blank with the intelligence you chose for your MI lesson) intelligence? How do I expect my lesson to affect a student who does NOT have this intelligence developed?

6) **Multiple Intelligence” Lesson**
   Individually or in groups of 2 students you will write a lesson Plan in any topic and for any age group (5 to 18) you choose. The lesson will be written having in mind one particular kind of Gardner's Intelligences. So, you may choose, for example, to write and teach a lesson on geometric shapes, for first grade students and emphasizing the musical intelligence. In your lesson plan you should specify the activities you will use, the materials you will need, etc. and the type of intelligence you are addressing (use lesson plan template provided in the online course). You will teach this lesson to the class. So you should bring the appropriate materials to teach it. Your lesson should not be longer than 20 minutes and you should teach it as you would teach the grade for which the lesson is for. *You will not talk ABOUT your lesson but will actually teach the lesson.*

7) **Weekly On-Line Discussions**
   Each week you will read a certain number of assigned chapters in your textbooks and will answer the “questions of the week”. You will post our answers on the online discussion board using a minimum of 150 words for each question. You must then read and respond to at least 2 other students’ postings, offering evidence that either supports or challenges the other students’ interpretations/positions. Your answers should contain at least 80 words each. In your postings and answers, you should follow the “online discussion guidelines” provided.

A.) **Required Professional Competency-Based Artifact**

   Research Paper and Multiple Intelligence Lesson

   **Field Lab Experiences:** Not Applicable

B.) **Required Professional Competency-Based Artifact Rubric**

Revised July 3, 2014
## Multiple Intelligence Lesson - Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No Credit (0)</th>
<th>Meets Standards (1)</th>
<th>Exceeds Standards (2)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Standards</strong></td>
<td>Content standards are not addressed or do not align to the activities of the lesson.</td>
<td>Lesson plan demonstrates knowledge of state standards.</td>
<td>Lesson plan shows knowledge of state standards and aligns those standards to teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Goals are not included or do not align with the objectives and content of the lesson.</td>
<td>Lesson plan describes and aligns goals to state standards, objectives or content of the lesson.</td>
<td>Lesson plan describes and aligns goals to the state standards, objectives and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Objectives are not included or do not align with the goals or content of the lesson.</td>
<td>Lesson plan lists objectives and aligns objectives to the state standards, goals or content of the lesson.</td>
<td>Lesson plan lists objectives. Objectives are aligned to the teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Materials necessary to teach the lesson are not included.</td>
<td>Most of the materials required to teach the lesson are included in the lesson plan.</td>
<td>All materials required to teach the lesson are included in the lesson plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Strategies</strong></td>
<td>Teaching strategies are not described or included in the lesson plan or are not coherent with the type of intelligences it is attempting to address.</td>
<td>Teaching strategies are described in sufficient detail and are somewhat coherent with the target intelligences.</td>
<td>Teaching strategies are described in sufficient detail and include question prompts and/or teaching resources such as graphic organizers, teacher script, etc. that are coherent with the target intelligences.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessments are omitted or are not aligned to the goals, objectives, and target intelligence.</td>
<td>Lesson plan includes appropriate assessments of student learning and are somewhat coherent with the target intelligences.</td>
<td>Lesson plan includes multiple assessments of student learning that are coherent to the target intelligences.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Content of the lesson demonstrates a lack of understanding of the content area.</td>
<td>Content of the lesson indicates understanding of the content area.</td>
<td>Content of the lesson indicates that the candidate understands instructional goals and strategies and the content area.</td>
<td></td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>Lesson lacks consideration for students’ diversity.</td>
<td>Lesson connects instruction with students’ lives, interests and instructional needs.</td>
<td>Lesson plan clearly and explicitly connects to students’ lives, interests and instructional needs.</td>
<td></td>
</tr>
</tbody>
</table>

### LESSON PRESENTATION

**Semi-Total** =

<table>
<thead>
<tr>
<th><strong>Instruction</strong></th>
<th>The instructional techniques used are not consistent with the type of intelligence it attempts to address.</th>
<th>Most of the instructional techniques used are consistent with the target intelligence.</th>
<th>The instructional techniques used are consistent with the target intelligence.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td>The materials used by the teacher for the lesson are neither interesting nor</td>
<td>The majority of the materials used by the teacher for the lesson are interesting/motivating and</td>
<td>The materials used by the teacher for the lesson are interesting and motivating for the</td>
<td></td>
</tr>
</tbody>
</table>
Research Paper and Power Point Presentation – Rubric

<table>
<thead>
<tr>
<th>PAPER</th>
<th>Excellent – 3 points</th>
<th>Competent -2 points</th>
<th>Needs Improvement-1 point</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE/CONTENT</td>
<td>Student demonstrates depth and sound knowledge of content. Strategies presented are relevant and applicable to regular classrooms. The student has researched relevant sources of information.</td>
<td>Student demonstrates reasonable knowledge of content. Strategies presented are somewhat useful and relevant to be applied in regular classrooms. The sources of information are somewhat reliable.</td>
<td>Student does not demonstrate much knowledge about the topic. Strategies presented are not relevant or appropriate for use in regular classrooms. The information sources are not reliable.</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION/Writing</td>
<td>The paper is well written and organized. It contains appropriate citations and references to academic sources (using APA style). It has a bibliography page. It is typed in double space. The sentences are coherent and grammatically correct.</td>
<td>The paper is reasonably written and organized. It contains some appropriate citations and references. It has a bibliography page (APA style). Most sentences are coherent and grammatically correct.</td>
<td>The paper is not well written or organized. It does not contain appropriate citations and references. It either does not have a bibliography page or has an incomplete one. It presents many grammatical errors.</td>
<td></td>
</tr>
<tr>
<td>ENGLISH</td>
<td>No spelling errors.</td>
<td>A few spelling errors.</td>
<td>Several/many spelling errors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>Excellent – 3 points</th>
<th>Competent – 2 points</th>
<th>Needs improvement – 1 point</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE/CONTENT</td>
<td>The student demonstrated sound knowledge of content being presented.</td>
<td>The student demonstrated reasonable knowledge of content being presented.</td>
<td>Students does not demonstrate knowledge/or little knowledge of content being presented.</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>The presentation is well organized, presented in a coherent sequence. The student brings hand-outs with relevant/helpful information for his/her classmates.</td>
<td>The presentation is reasonably organized. The sequence/flow of the presentation is coherent. The student brings handouts to his/her classmates and the content is somewhat helpful or relevant.</td>
<td>The presentation is not well organized. It is hard to follow. The student does not bring handouts to classmates or brings hand outs with non relevant/not helpful content.</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>The student use visual aids to his/her presentation which are well done and suited that what is being presented. The student is articulate and does not rush through the presentation.</td>
<td>The student uses visual aids that are reasonably done and somewhat suited to the purpose of the presentation. The student is articulate most of the time but rushes a little.</td>
<td>The student does not use visual aids or use inappropriate ones. The student is not articulate and tends either to rush through the presentation or talk too much, focusing on irrelevant issues</td>
<td></td>
</tr>
</tbody>
</table>

Total =
XIII. Internet sites or databases

XIV. Late Work:
Your work is due on the date indicated on the syllabus.

a) Discussions posted after the due dates will receive a grade of ZERO. No make up discussions will be accepted.

b) Late assignments can be either accepted or rejected on a case by case basis to the discretion of the instructor. In case the assignment is accepted, it will suffer a grade reduction also to the discretion of the instructor.

XV. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Accessibility Resource liaison at NNMC is Verna Trujillo, 505-747-2152 or v.trujillo@nnmc.edu.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

Grades will be distributed as follows:

BA students:

1) Weekly on line discussions - 20%
2) Final Research paper and power point presentation – 20%
3) MI Lesson and presentation – 20%
4) Assignment 1 – pros and cons of inclusion – 10%
5) Assignment 2- Annotated bibliography- 10%
6) Assignment 3- MI lesson -reflection I – 10%
7) Assignment 4- MI lesson reflection II – 10%

Revised July 3, 2014
ALP students:

1) Weekly on line discussions - 30%
2) Final Research paper and power point presentation – 25%
3) MI Lesson and presentation – 25%
4) Assignment 1 – pros and cons of inclusion – 10%
5) Assignment 4- MI lesson reflection II – 10%

A+ =100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources; 2) presenting an author’s ideas as though they were your own original ideas; or 3) using work by another student with you name as the author.
When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department (COE Committee) or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. Online discussions guidelines
The online discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content.
Online discussions should be a learning experience for all students. Postings and replies should be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard e mail and not posted on the discussion board.

XXII. Complaints policy
The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest
authority is not well accepted at the COE. The same process applies in case on harassment issues (see student handbook for how to handle harassment situations).
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall

III. Course Time and Place: Scheduled Fridays 4:30-6:00  TEC Room 109 and NNMC Blackboard

IV. Instructor Information: Esquibel 505-747-2242

| Instructor: Christina Esquibel | Communication Information: Christina@nnmc.edu | Office Hours: Tuesday: 12:30-4:30 Wed: 3:30-4:30 |


Selected Articles: The articles sites are linked via Northern New Mexico College Online.

VI. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VII. Attendance: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
Catalog Course Description:

**Approved Catalog Description:**

This course provides you with an overview of literacy and language development, and focuses on the development and implementation of an integrated curriculum approach at the elementary level. You will see how the emphasis of the integration of state standards.

**Additional Course Description:**

Emphasis will be placed on critical elements in literacy development cited in the National Reading Panel. Because the course integrates strategies for teaching reading and writing across the curriculum, the elements most emphasized will include decoding strategies, fluency, vocabulary development and comprehension. Organizational procedures for instructional delivery through a word analysis, reading, and writing framework will be explored.

**VIII. Course Objectives:**

**NEW MEXICO COMPETENCIES FOR ENTRY LEVEL TEACHERS:**

**Level J Competencies-Knowledge of Content**

1. Foundations of Reading Assessment

   - The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

2. Methods of instruction:

   - the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:

     II. oral language;
III. phonemic awareness;  

IV. phonics;  

V. vocabulary;  

VI. comprehension;  

VII. writing skills.  

3. Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:

a. the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom.

b. evaluation of text for quality, cultural, and linguistic appropriateness;

c. connecting identified needs of students based on data with appropriate research-based resources and material;

d. creation of opportunities for students to consider, respond to and discuss spoken and written materials;

e. the use of a variety of reading materials including non-fiction, technological media, stories, poems, biographies, texts from various subject areas.

**Objectives**

**Students will:**

1) Describe the basic approaches and supporting theories of teaching reading and writing in the content areas.

2) Explore various strategies to increase vocabulary and comprehension development.

3) Identify strategies that promote critical thinking and deep understanding.

4) Use varied instructional groupings to prompt effective interactions among students in order to maximize learning in the content areas.
5) State the cognitive and text-based factors that influence reading comprehension.

6) Investigate the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning.

7) Understand lesson planning and instructional strategies that incorporate language across the curriculum.

8) Know various assessment procedures that gather information about a student’s understanding or reading and writing in the content areas.

9) Understand the rationale supporting the necessity of collegial relationships and a reflective teaching practice.

IX. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

The weekly course schedule and learning modules can be found within the online learning environment. The following table illustrates the pattern for the online course requirements.

|------|-------|------|--------|------|------|------|
| Module Initial Discussion Begins | X     | Initial Discussion Due by 11:59 | X     | X    | Final Discussion Due by 11:59 p.m. | Module Assignments Due by 11:59 p.m.
| Module Final Discussions Begin | X     | X    |        |      |      |      |
| Module Assignments | X     | X    |        |      |      |      |
X. Assignment Descriptions/ Assessment Criteria:

**Assignments:**

You will be required to complete assignments related to each module we study. These assignments may include lesson planning for word study, reading and writing across the curriculum. Each assignment or lesson plan is worth 25 weighted points. Collectively, the assignments are worth 60% of your final grade. Lesson plan content, grading criteria, grading rubric and a lesson plan template are provided on the NNMC Online course file. Assignments are due on Sundays by 11:59 p.m.

**Class Discussions:** You are to submit six discussion board postings per module. Collectively, module discussion board postings are worth 30% of your grade. Discussion board criteria are provided on the NNMC Online course content. Each module contains initial discussion prompts and final discussion prompts. Initial discussion prompts are due on Wednesdays by 11:59 p.m. and final discussion prompts are due on Sundays.

**Class Projects:** This assignment requires the student to apply what you are studying in a simulated classroom situation. Three modules require taking the strategies studied and developing them fully (methods and materials to teach the strategy). Then you will role play teaching these strategies to your peers in our class. These assignments will be presented during our on campus course sessions.

**More on the Regarding Discussion Board Requirements**

**Initial Discussions and Final Discussions**

An important aspect of this class is the discussion board. The goal of the discussion board is to participate in professional and meaningful dialogue and reflection based upon the course topics.

**Overview, Criteria & Maximum Points Possible:**

**Initial Discussion:** You must post at least one response to the initial discussion prompt/question and respond to at least two other student's activating event posting each week. The initial discussion is due on Wednesdays at 11:59 p.m.
Final Discussion: You must post at least one response to the final discussion prompt/question and respond to at least two other students' posting. The Final discussion is due on Sundays @ 11:59 p.m.

During the final week of the course, you will use the discussion board grading rubric to self-assess your discussion board participation. The instructor reserves the right to add or subtract points to your self-assessment base upon her evaluation of your discussion board participation.

The value of this discussion board activity will help you to refine your understanding of the topic. Therefore your discussion board postings should reflect your thinking in the form of responding to the prompt in such a way that your response demonstrates thoughtfulness, insight and other relevant questions in regards to the unit question or prompt.

Discussion Postings: High Quality Thoughtful responses of at least 4-sentence paragraphs • Rule of thumb: Keep the response to 1-2 screens. (A screen is what pops up when you click on a posting.) Thoughtful responses include: • Responses that reflect analysis of others’ postings • Responses that synthesize or summarize other’s postings • Responses that evoke academic debate • Responses that provide external references and resources • Responses that provide an opinion. (Remember to provide evidence in the form of a reference or source to back up your opinion.) • Responses that provide personal relevant experiences. • Responses that include questions to: Draw out further explanation from others in the course Engage in a professional debate Avoid in your responses: • One sentence responses that say something like “I agree with you!”, “Good job.” Etc. It is okay to start with these type of comments, but do continue with thoughtful comments.

XI. Internet sites or databases: You will be linked to online resources as we cover each online module.

XII. Late Work:
Your work is due on the date indicated on the syllabus.

XIII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In
accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVI. Grading Scale:

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XVII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Revised August 15, 2014
XVIII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Reading and Writing across the Curriculum Sec.

Northern New Mexico College
College of Education
EDUCATION ED462
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall

III. Course Time and Place: TEC Room 109 9:00-5:00 Aug 23, Sept 6, Sep 13, Sept 27 and Oct. 11 & Online via Blackboard

IV. Instructor Information: Esquibel 505-747-2242

| Instructor: Christina Esquibel | Communication Information: Christina@nnmc.edu | Office Hours: TBA |

V. Required Text: Teaching Reading in the Content Areas: If not me, then who? By Urquohart et.al. 3rd Edition. ISBN: 978-1-4166-1421-0

VI. Required Materials or Readings: Online readings linked via Blackboard

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
IX. Catalog Course Description: Provides an overview of literacy and language development, and focuses on the development and implementation of an integrated curriculum approach at the secondary level. You will explore and practice alternative reading assessments which focus on teaching strategies incorporating National Core Reading and Content Area Standards into your content area classroom.

X. Course Objectives:
   a. Explore research-based best practices for teaching reading in the content area.
   b. Explore intervention strategies for improving reading in all content areas.
   c. Gain an understanding of instructional planning and decision making necessary for effectively teaching reading in the content areas.
   d. Consider Common Core Content Ares Standards, the curriculum, the objectives, the nature and needs of students, and the teacher’s teaching style as they interact in the context of the content area classroom.
   e. Examine the three interactive elements of reading: what the reader brings to the situation, the learning context that defines the task, and the characteristics of the written text.
   f. Discuss the role of metacognition and reading to learn, reflective questioning, discussion, and reflective conversation practices in content area thinking and learning.
   g. Explain how text structure, text organization, text genre relate to the growth of critical literacy skills, strategies, and practices among students as they interact with content area content.
   h. Explore the role of the teaching technical and content specific vocabulary and concepts before, during and after reading the texts in content area classrooms.
   i. Explain how students’ prior knowledge with content intersects with the text.
   j. Design and implement lesson plans that integrate teaching reading in the content area learning strategies.
   k. Integrate formal and informal assessments into content area teaching.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: Introductions</strong>&lt;br&gt;Aug 23 9:00-10:30</td>
<td>None</td>
<td>B2</td>
<td>Course Discussion</td>
<td>Due: Aug 23</td>
</tr>
<tr>
<td><strong>Module 2: What is Literacy</strong>&lt;br&gt;Aug 23: 11:00-12:30</td>
<td>Introduction</td>
<td>B2</td>
<td>Readings, Discussion and Debate</td>
<td>Due: Aug 23</td>
</tr>
<tr>
<td><strong>Module 3: Strategic Reading on Campus and online</strong>&lt;br&gt;</td>
<td>Introduction</td>
<td>B2</td>
<td>Readings, Discussion, Online Initial Posting and Response to the Posting of Two Other Students</td>
<td>Due: Aug 24</td>
</tr>
<tr>
<td><strong>Module 4: Text Features</strong>&lt;br&gt;Sept. Sept 6</td>
<td>Chapter 1</td>
<td>B2, 4, 5, 8, 9, 12, 13, 14</td>
<td>Readings, Discussion, Lesson Plan</td>
<td>Due: Sept 6</td>
</tr>
<tr>
<td><strong>Module 5: Vocabulary</strong>&lt;br&gt;Sept. 6</td>
<td>Chapter 1</td>
<td>B2, 4, 5, 8, 9, 12, 13, 14</td>
<td>Reading, Discussion, Lesson Plan</td>
<td>Due: Sept 7</td>
</tr>
<tr>
<td><strong>Module 6: Integrating Children’s Literature Online</strong>&lt;br&gt;</td>
<td>Online Readings</td>
<td>B4,5, 8, 9, 12, 13, 14</td>
<td>Readings, Children’s Literature Book List with Suggestions for Integrating that Content Into your Content Area, Discussion, Lesson Plan</td>
<td>Due: Sept 14</td>
</tr>
<tr>
<td><strong>Module 7: Integrating Music Online</strong>&lt;br&gt;</td>
<td>Online Readings</td>
<td>B4,5, 8, 9, 12, 13, 14</td>
<td>Readings, Discussion, Lesson Plan</td>
<td>Due: Sept 21</td>
</tr>
<tr>
<td><strong>Module 8/9: Graphic</strong>&lt;br&gt;</td>
<td>Chapter 2</td>
<td>B4,5, 8, 9,</td>
<td>Readings, Graphic Organizer List with</td>
<td></td>
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<tr>
<td>Organizers</td>
<td>12, 13, 14</td>
<td>Description and Suggestions for Integrating Into your Content Area, Discussions, Lesson Plan Due: Sept 27</td>
<td>S1-2</td>
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</tbody>
</table>
| Module 10/11: More Reading Strategies Sept. 27 | Chapter 3 | B4,5, 8, 9, 12, 13, 14 | J2-14 | K1-5  
| | | | | D1-3  
| | | | | S1-2 |
| Module 12: Information Literacy Oct. 5 | Online Readings | B4,5 | J1-5 | K1-5  
| | | | | D1-3  
| | | | | S1-2 |
| Module 13: Information Literacy_Lesson Planning Oct. 11 | Online Readings | B4,5, 7 | J1-5 | K1-5  
| | | | | D1-3  
| | | | | S1-2 |
| Module 14: Putting It all Together Oct. 11 | Online Readings | B4,5 | J1-14 | K1-5  
| | | | | D1-3  
| | | | | S1-2 |
| Module 15: Field Based Experiences Between Aug. 23 and Oct. 11 | B2, 4, 5, 6, 7, | J1-14 | Field Experience Log, Field Experience Disposition Checklist Due: Oct. 11 | K1-5  
| | | | | D1-3  
| | | | | S1-2 |

XII. Assignment Descriptions/ Assessment Criteria:
Lesson Plan: Using the NNMC Lesson Planning Template, Develop Lesson Plans Integrating Strategies Reflective of Each Module’s Content. The NNMC Rubric Will be Used to Grade Your Lesson Plan Submissions.

Lesson Presentation: On the final day of class, you will have approximately 30 minutes to present a lesson of your choice. Your presentation should be summary of how you would teach the lesson with examples and how you would integrate common core
standards into that lesson along with a description of your method for assessing your students’ mastery of objectives.

Strategies List: Include 10 books for strategies, describe them and describe how you’d integrate them into your content area.

Field Experience Log: Submit the NNMC (complete) field experience log on the final days of class.

Dispositions Checklists: Submit the disposition checklist requirements on the final day of class.

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:

Field Lab Experiences:

Professional Competency-Based Collection of Artifacts*:

Seven (7) Common Core Aligned Strategies Lesson Plans (5 pts each) 35%
One (1) Half Hour Formal Lesson Plan Presentation (20 pts) 20%
Field Lab Experience Log Sheet (20 pts) 20%
Classroom Disposition Checklist (Faculty) (5pts) 5%
Field Placement Disposition Checklist (Mentor) (5pts) 5%
Self-Assessment Disposition Checklist (5pts) 5%
Additional Artifact(s): Children’s Lit. List, Graphic Organizer List and Strategies List (5 pts each) 15%

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

NNMC Lesson Plan Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIII. Internet sites or databases

XIV. Late Work:

Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

Revised August 15, 2014
XV. **Students with Disabilities:**
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. **NNMC Incomplete Policy:**
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. **Personal Responsibility:**
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. **Grading Scale:**
Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

Revised August 15, 2014
If you are going to use that in your grading be sure the grading scale reflects that grading system.

XIX. Academic Ethics: 
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

4. **Learning**: The teacher candidate comprehends the principles of student growth, development, and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents, and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Reading and Writing across the Curriculum Sec.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall

III. Course Time and Place: Scheduled Fridays 4:30-6:00 TEC Room 109 and NNMC Blackboard

IV. Instructor Information: Esquibel 505-747-2242

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christina Esquibel</td>
<td><a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></td>
<td>Tuesday: 12:30-4:30 Wed: 3:30-4:30</td>
</tr>
</tbody>
</table>


Selected Articles: The articles sites are linked via Northern New Mexico College Online.

VI. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VII. Attendance: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
Catalog Course Description:

**Approved Catalog Description:**

This course provides you with an overview of literacy and language development, and focuses on the development and implementation of an integrated curriculum approach at the elementary level. You will see how the emphasis of the integration of state standards.

**Additional Course Description:**

Emphasis will be placed on critical elements in literacy development cited in the National Reading Panel. Because the course integrates strategies for teaching reading and writing across the curriculum, the elements most emphasized will include decoding strategies, fluency, vocabulary development and comprehension. Organizational procedures for instructional delivery through a word analysis, reading, and writing framework will be explored.

**VIII. Course Objectives:**

**NEW MEXICO COMPETENCIES FOR ENTRY LEVEL TEACHERS:**

**Level J Competencies-Knowledge of Content**

1. Foundations of Reading Assessment
   - The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

2. Methods of instruction:
   - the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
     
     II. oral language;
III. phonemic awareness;

IV. phonics;

V. vocabulary;

VI. comprehension;

VII. writing skills.

3. Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:

   a. the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom.

   b. evaluation of text for quality, cultural, and linguistic appropriateness;

   c. connecting identified needs of students based on data with appropriate research-based resources and material;

   d. creation of opportunities for students to consider, respond to and discuss spoken and written materials;

   e. the use of a variety of reading materials including non-fiction, technological media, stories, poems, biographies, texts from various subject areas.

Objectives

Students will:

1) Describe the basic approaches and supporting theories of teaching reading and writing in the content areas.

2) Explore various strategies to increase vocabulary and comprehension development.

3) Identify strategies that promote critical thinking and deep understanding.

4) Use varied instructional groupings to prompt effective interactions among students in order to maximize learning in the content areas.
5) State the cognitive and text-based factors that influence reading comprehension.

6) Investigate the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning.

7) Understand lesson planning and instructional strategies that incorporate language across the curriculum.

8) Know various assessment procedures that gather information about a student’s understanding or reading and writing in the content areas.

9) Understand the rationale supporting the necessity of collegial relationships and a reflective teaching practice.

IX. Class Topics, NM Teacher Competencies and Assignments: NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

The weekly course schedule and learning modules can be found within the online learning environment. The following table illustrates the pattern for the online course requirements.

<table>
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<tbody>
<tr>
<td>Module Initial Discussion Begins</td>
<td>X</td>
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<tr>
<td>Initial Discussion</td>
<td>X</td>
<td>Initial Discussion Due by 11:59</td>
<td></td>
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<td></td>
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<tr>
<td>Module Final Discussions Begin</td>
<td>X</td>
<td>X</td>
<td>Final Discussion Due by 11:59 p.m.</td>
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<tr>
<td>Module Assignments</td>
<td>X</td>
<td>X</td>
<td>Module Assignments Due by 11:59 p.m.</td>
<td></td>
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</table>

Revised August 15, 2014
X. Assignment Descriptions/Assessment Criteria:

**Assignments:**

You will be required to complete assignments related to each module we study. These assignments may include lesson planning for word study, reading and writing across the curriculum. Each assignment or lesson plan is worth 25 weighted points. Collectively, the assignments are worth 60% of your final grade. Lesson plan content, grading criteria, grading rubric and a lesson plan template are provided on the NNMC Online course file. Assignments are due on Sundays by 11:59 p.m.

**Class Discussions:** You are to submit six discussion board postings per module. Collectively, module discussion board postings are worth 30% of your grade. Discussion board criteria are provided on the NNMC Online course content. Each module contains initial discussion prompts and final discussion prompts. Initial discussion prompts are due on Wednesdays by 11:59 p.m. and final discussion prompts are due on Sundays.

**Class Projects:** This assignment requires the student to apply what you are studying in a simulated classroom situation. Three modules require taking the strategies studied and developing them fully (methods and materials to teach the strategy). Then you will role play teaching these strategies to your peers in our class. These assignments will be presented during our on campus course sessions.

**More on the Regarding Discussion Board Requirements**

Initial Discussions and Final Discussions

An important aspect of this class is the discussion board. The goal of the discussion board is to participate in professional and meaningful dialogue and reflection based upon the course topics.

Overview, Criteria & Maximum Points Possible:

Initial Discussion: You must post at least one response to the initial discussion prompt/question and respond to at least two other student's activating event posting each week. The initial discussion is due on Wednesdays at 11:59 p.m.
Final Discussion: You must post at least one response to the final discussion prompt/question and respond to at least two other students' posting. The Final discussion is due on Sundays @ 11:59 p.m.

During the final week of the course, you will use the discussion board grading rubric to self-assess your discussion board participation. The instructor reserves the right to add or subtract points to your self-assessment base upon her evaluation of your discussion board participation.

The value of this discussion board activity will help you to refine your understanding of the topic. Therefore your discussion board postings should reflect your thinking in the form of responding to the prompt in such a way that your response demonstrates thoughtfulness, insight and other relevant questions in regards to the unit question or prompt.

Discussion Postings: High Quality Thoughtful responses of at least 4-sentence paragraphs • Rule of thumb: Keep the response to 1-2 screens. (A screen is what pops up when you click on a posting.) Thoughtful responses include: • Responses that reflect analysis of others' postings • Responses that synthesize or summarize others' postings • Responses that evoke academic debate • Responses that provide external references and resources • Responses that provide an opinion. (Remember to provide evidence in the form of a reference or source to back up your opinion.) • Responses that provide personal relevant experiences. • Responses that include questions to: Draw out further explanation from others in the course Engage in a professional debate Avoid in your responses: • One sentence responses that say something like “I agree with you!”, “Good job.” Etc. It is okay to start with these type of comments, but do continue with thoughtful comments.

XI. Internet sites or databases: You will be linked to online resources as we cover each online module.

XII. Late Work:
Your work is due on the date indicated on the syllabus.

XIII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In
accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

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XV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVI. Grading Scale:

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XVII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Revised August 15, 2014
XVIII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: see catalog

II. Semester: Fall 2014

III. Course Time and Place: TEC 107 4:30 – 7:00

IV. Instructor Information:

<table>
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<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
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<tbody>
<tr>
<td>Dr. Kristy L. Pruitt (EdD) Coordinator, Field Experience and Placement Assistant Professor of Education</td>
<td>Teacher Education Center, TEC 204 505.747.5462 <a href="mailto:kristy.pruitt@nnmc.edu">kristy.pruitt@nnmc.edu</a></td>
<td>M-F 9:00 – 5:00* *please contact prior to visiting due to field observations</td>
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</table>

V. Required Text: None

VI. Required Materials or Readings: Competency-Based Collection of Artifacts

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Student teacher candidates are permitted no more than five absences during the student teaching experience. Failure to comply with this requirement may result in a failing grade and the need to repeat the entire student teaching experience. Student teaching candidates are required to notify the mentor teacher, the principal’s office, and the college supervisor of the absence prior to the absence.

Student teacher candidates must submit a completed time log form signed by the mentor teacher on the last meeting date of the lab course. Failure to complete the required hours will result in a failing grade.

Revised August 15, 2014
IX. **Catalog Course Description:**

This course provides an interaction with other students in the secondary field-experience setting. Guided discussions address classroom management, student learning, lesson plans, discipline, school/home communication, and professional development. Additional areas include professional issues and ethics and portfolio preparation.

X. **Course Objectives:**

**Competency-Based Collection of Artifacts/Portfolio:** This course provides teacher candidates the opportunity to prepare specific artifacts that evidence understanding of the teaching profession. The portfolio artifacts will include: philosophy of education, classroom management plan, article/video reviews, lesson plans, and student study.

**Instructional Lab:** This course provides guided discussion, reflections, lesson planning, and observations revolving around the student teaching experience. As part of the lab course, students will complete a student teaching experience and student study assignment by collaborating with a mentor, principle, and the school community.

*The teacher candidate will follow the daily schedule of the assigned grade, assume regular faculty and out-of-classroom duties, and participate in faculty meetings, PTA/PTO meetings, and other appropriate school-community activities as school/mentor. The teacher candidate placement in a school is decided by the College of Education and is contingent upon the acceptance by a host school.*

XI. **Class Topics, NM Teacher Competencies and Assignments:**

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

| Meeting Date: | Topics | Artifacts and Due Dates | NM Teacher Competency
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<tr>
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<tbody>
<tr>
<td>August 21</td>
<td>Syllabus</td>
<td>Due by Observation #1:</td>
<td>BA – B7; G1-8; K</td>
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<tr>
<td>August 28</td>
<td>Review artifacts</td>
<td>School Orientation</td>
<td>SPED – A4 (a-d); D5,7</td>
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<td>Course Resources</td>
<td>Checklist</td>
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<td>Icebreakers Workshop</td>
<td>Student Teaching Schedule</td>
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<tr>
<td><em>Placement begins 8/25</em></td>
<td>Weekly Reflection</td>
<td>Weekly Reflection</td>
<td>ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8</td>
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<td>Log Sheet check</td>
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<p>| Due by meeting #2: Philosophy of Education | ALP Elem – B7; E; |</p>
<table>
<thead>
<tr>
<th>Model Thinking Maps Assessments – Dr. Robert Marzano Balanced Literacy Conferring Notes (Tovani) Exit: “Scared is Scared” video</th>
<th>Goal Setting #1 &amp; #2 Case Study Assignment Classroom Management Plan (interview) *Bring a copy of Philosophy and Classroom Management Plan to Seminar meeting #2 on August 28</th>
<th>F2-4, 6,10; H10; I 3; K 4,6,8 NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</th>
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<tbody>
<tr>
<td><strong>September 18</strong> <em>Artifacts due:</em> Philosophy of Education Goal Setting #1 &amp; #2 Case Study CMP (interview) Content Area Literacy – Discourse Decoding (Keene) Mentoring Matters Vertical Alignment</td>
<td><strong>Due by Observation #1:</strong> School Orientation Checklist Student Teaching Schedule Weekly Reflection Log Sheet check <strong>Due by meeting #3:</strong> Goal Setting #4 &amp; #5 Student Study Assignment Classroom Management Plan</td>
<td>BA – B7; G1-8; K SPED – A4 (a-d); D5,7 ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8 ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8 NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
</tr>
<tr>
<td><strong>October 16</strong> <em>Artifacts due:</em> Goal Setting #4 &amp; #5 Case Study CMP SMART Goals Five Forms of Teacher Power “Pause, Prompt, Praise” Lesson Plan - #1 (Mid-term)</td>
<td>Midterm Exam – Lesson Plan <strong>Due by Observation #2:</strong> Log Sheet check <strong>Due by meeting #4:</strong> Goal setting #6 Student Study Assignment Classroom Management Plan</td>
<td>BA – B7; G1-8; K SPED – A4 (a-d); D5,7 ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8 ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8 NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
</tr>
</tbody>
</table>
| **November 13** *Artifacts due:* Rigor and Relevance Framework (Dr. | **Due by Observation #2:** Log Sheet check | | Revised August 15, 2014
### Goal Setting #6

**Case Study CMP**

**Due by Meeting #5:**
- Goal setting #7
- Classroom Management Plan
- Final Exam - Class Presentation — Case Study Assignment
- Final Reflection
- Visitation Record
- Conceptual Framework Competencies

**Time Logs Due**

**Observation #2 — To Be Scheduled**

<table>
<thead>
<tr>
<th>December 4</th>
<th>Final Exam - Student Case Study Presentation</th>
</tr>
</thead>
</table>

* **Artifacts due:**
  - Goal setting #7
  - CMP
  - Class Presentation — Case Study
  - Final Reflection
  - Visitation Record
  - Conceptual Framework Competencies

**Time Logs Due**

<table>
<thead>
<tr>
<th>275x518</th>
<th>Final Exam - Student Case Study Presentation</th>
</tr>
</thead>
</table>

### XII. Assignment Descriptions/Assessment Criteria:

<table>
<thead>
<tr>
<th>Portfolio Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Education</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>15</td>
</tr>
<tr>
<td>Video Review (2 @ 5pts each)</td>
<td>10</td>
</tr>
<tr>
<td>Midterm</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Plans (2 @ 7.5 pts each)</td>
<td>15</td>
</tr>
<tr>
<td>Attendance (5 mtgs @ 8 pts)</td>
<td>40</td>
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</tbody>
</table>

**Total Points**

**Lab Course**

<table>
<thead>
<tr>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Checklist</td>
</tr>
<tr>
<td>Student Teaching Schedule</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
Reflection Papers (6 @ 4 pts each) | 24  
Observations | 10  
Final-Presentation | 8  
Attendance (5 mtgs @ 8 pts) | 40  
Time log | 10  
Total points | 100  

XIII. Internet sites or databases:
Public Education Department: http://ped.state.nm.us/ped/index.html

XIV. Late Work:
Your work is due on the date indicated on the syllabus.

XV. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

Revised August 15, 2014
Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
EDUCATION 495
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

Revised July 3, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall

III. Course Time and Place: Hybrid–online and Face-to-Face 8/19, 9/16, 10/7, 10/21, 11/18, 12/9 Rm 106 TEC

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol H. Brown</td>
<td><a href="mailto:carol.brown@nnmc.edu">carol.brown@nnmc.edu</a></td>
<td>By appointment</td>
</tr>
<tr>
<td></td>
<td>505 695-0447</td>
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</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings: On Blackboard

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description:
Explores the construction and utilization of teacher-made and standardized tests. You will learn to gather data, report, and communicate assessment results to students, parents, and administrators in a variety of ways in an effort to meet diverse student needs. You will become familiar with the local school district’s testing program and will develop valid evaluation tools to measure student outcomes. Prerequisite: passing NMTA.

X. Course Objectives:
- Expand understanding of the role of assessment and evaluation at the national, state, local and classroom level.
- Develop an understanding of the importance of assessment in standards-based education.
- Develop an understanding of how to design and use assessment and evaluation in the classroom to enhance student learning and inform instruction.
- Develop an understanding of the importance of feedback, evaluation, and reporting student progress.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NM Entry Level Teacher Competencies:

**K-8 Elementary**

**B. Instructional Planning and Implementation**
8. Plans activities to promote creativity and independent thinking.
9. Prepares and uses assessment strategies/instruments appropriate to learning outcomes being evaluated.
10. Evaluates lesson plans through observation of classroom interactions, questioning, and analysis of student work.

**D. Assessment**
1. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and aesthetic development of the learner.
2. The teacher develops valid evaluation tools to measure student outcomes.
3. The teacher selects materials and means for measuring progress
4. The teacher assesses students' current knowledge in order to plan instruction.
5. The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.
6. The teacher interprets and uses results of standardized instruments, including an understanding of percentiles, means, stanines, grade equivalence, and item analysis.
7. The teacher uses observation skills for informal assessment.
8. The teacher is able to use effective questioning techniques to better assess the student's knowledge.
9. The teacher recognizes developmental levels of student knowledge and skills including typical and atypical patterns.
10. The teacher recognizes unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.
11. The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolios, performance-based assessment and student writing.
12. The teacher uses student responses, explanations, and demonstrations to analyze misunderstandings that led to errors (error analysis).
13. The teacher is aware that there may be a variety of methods, strategies, or procedures that will give a correct answer.
14. The teacher is skilled in communicating assessment results to students, parents, lay audiences, and other educators.

F. Diversity
1. Responds to students as individuals
5. Organizes and manages varied group learning strategies, as appropriate to diverse strengths, needs, and/or interests of students and to the goal of the lesson.
7. Helps students develop critical perspectives on biased material.

G. Family and Community
2. Understands, respects, and values central role that community and family play in learning process of child; able to utilize these experiences to enhance learning.
5. Effectively communicates to parents, student’s progress involving academic, behavioral, and social issues that influence learning.
6. Communicates to community members about important events and school activities.
7. Understands importance of including parents and community members in classroom, school curriculum development and decision making processes.

K. Motivation
1. Uses verbal, non-verbal, and other communication techniques that enhance the motivation of students.
2. Varies teaching strategies and modifies learning activities to facilitate student motivation.
7. Uses a variety of student assessment techniques to encourage student learning
8. Uses assessment strategies to involve students in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

Secondary 8-12

B. Instructional Planning and Implementation
11. Plans activities to promote creativity and independent thinking.
12. Prepares and uses assessment strategies/instruments appropriate to learning outcomes being evaluated.
13. Evaluates lesson plans through observation of classroom interactions, questioning, and analysis of student work.

D. Assessment
1. The teacher understands and uses formal and informal aptitude and interest assessment strategies to evaluate and ensure the continuous development of the learner.
2. The teacher develops valid evaluation tools to measure student outcomes.
3. The teacher selects materials and means for measuring progress.
4. The teacher determines the entry level of students in a learning continuum.
5. The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.
6. The teacher interprets and uses results of standardized instruments, including an understanding of percentiles, means, stanines, grade equivalence, and item analysis.
7. The teacher is aware of transition processes including different diploma choices in New Mexico as it relates to students with special needs.
8. The teacher uses formal and informal observation skills for information gathering.
9. The teacher is able to use effective questioning techniques to better assess the student's knowledge.
10. The teacher designs assessment strategies which are specific to the developmental levels of students' knowledge and skills including typical and atypical patterns.
11. The teacher employs only ethical, legal, and otherwise appropriate assessment methods and uses of assessment information.
12. The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolios, performance-based assessment, and student writing.
13. The teacher uses student responses, explanations, and demonstrations to analyze misunderstandings that led to errors.
14. The teacher is aware and accepts that there may be a variety of methods or procedures that will give a correct answer.
15. The teacher maintains useful and meaningful records of student work and communicates results to students, parents, and other educators.
16. The teacher uses effective questioning techniques to better assess the students' knowledge.

F. Diversity
2. Responds to students as individuals
6. Organizes and manages varied group learning strategies, as appropriate to diverse strengths, needs, and/or interests of students and to the goal of the lesson.
8. Helps students develop critical perspectives on biased material.

G. Family and Community
3. Understands, respects, and values central role that community and family play in learning process of child; able to utilize these experiences to enhance learning.
8. Effectively communicates to parents, student’s progress involving academic, behavioral, and social issues that influence learning.
9. Communicates to community members about important events and school activities.
10. Understands importance of including parents and community members in classroom, school curriculum development and decision making processes.

K. Motivation
3. Uses verbal, non-verbal, and other communication techniques that enhance the motivation of students.
4. Varies teaching strategies and modifies learning activities to facilitate student motivation.
9. Uses a variety of student assessment techniques to encourage student learning
10. Uses assessment strategies to involve students in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
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Revised July 3, 2014
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>E</th>
<th>S</th>
<th>Additional Notes</th>
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<tr>
<td>1</td>
<td>8/19/14</td>
<td>Introduction to course, Blackboard, expectations, and each other</td>
<td>D-4,5</td>
<td>D-4,5</td>
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<td>Pre-assessment</td>
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<td>Accessing prior knowledge</td>
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<td></td>
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<td>Looking at acceptable work and those not aligned to requirements</td>
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<td>2</td>
<td>8/26/14</td>
<td>Standardized, NRTs and CRTs, other statistical terms</td>
<td>E D-2,3,6</td>
<td>S D-2,3,6</td>
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<td></td>
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<td>Common assessments and teacher-made tests</td>
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<td>3</td>
<td>9/2/14</td>
<td>Assessments at different levels: national, state, district, school, classroom</td>
<td>E D-2,3,10 F-1,7</td>
<td>S D-2,3,11 F-1,7</td>
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<td></td>
<td></td>
<td>Validity, Reliability, and Bias</td>
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<td>Standards-based education and assessment</td>
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<td>4</td>
<td>9/16/14</td>
<td>Types of assessments: Formative/Summative, Formal/Informal, Traditional/Alternative</td>
<td>E D-1,2,3,4,5,7 F-7 K-2,7</td>
<td>S D-1,2,3,4,5,8 F-7 K-2,7</td>
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<tr>
<td></td>
<td></td>
<td>Learning goals/targets</td>
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<td></td>
<td></td>
<td>Connecting learning goals to CCSS (Common Core State Standards)</td>
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<td>5</td>
<td>9/23/14</td>
<td>Traditional Assessments: selected response/constructed response items</td>
<td>E B-9 D-1,2,3,4,5</td>
<td>S B-9, D-1,2,3,4,5</td>
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<tr>
<td></td>
<td></td>
<td>Small group discussion on different types of traditional assessments</td>
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Knowledge:
- 1,5

Skill:
- 2

Disposition:
- 3

Revised July 3, 2014
<table>
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<tr>
<th>Week 6 9/30/14</th>
<th>Importance of pre-assessments</th>
<th>Performance/alternative assessments</th>
<th>F-1,7</th>
<th>F-1,7</th>
<th>Post summary of comparison</th>
<th>Post on pre-assessments</th>
<th>Response to Chpt 4 CASL</th>
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<tbody>
<tr>
<td></td>
<td>Alternative assessments: projects, portfolios, performance, presentations</td>
<td>Rubrics: different types and examples</td>
<td>E B 8,9,10 D 1,2,3, 5,11 F-1,5</td>
<td>S B 8,9,10 D 1,2,3, 5,12 F-1,5</td>
<td>Response to Chpt 2 SSAL</td>
<td>Discussion Board</td>
<td>Response to Brookhart article: Formative Assessment that Empowers</td>
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<tr>
<td></td>
<td>Knowledge 1,3,5,7,9</td>
<td>Skill 2</td>
<td>Dispositions 1,2</td>
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<tr>
<td>Week 7 10/7/14</td>
<td>Rubrics</td>
<td>E B 9,10 D 1,2,3, 5,11 F 1,5,7</td>
<td>S B 9,10 D 1,2,3, 5,12 F-1,5,7</td>
<td>Response to Chpt 7 CASL</td>
<td>Discussion board about Chpt 7</td>
<td>Discussion on Rubrics</td>
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<td></td>
<td>Knowledge 1,3,5,7,9</td>
<td>Skill 2</td>
<td>Dispositions 1,2,3</td>
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<tr>
<td>Week 8 10/14/14</td>
<td>Create a general analytical rubric</td>
<td>Formative Assessment</td>
<td>E B 9,10 D 1,3,5, 7,8, 11 F 1,5</td>
<td>S B 9,10 D 1,3,5, 8,9, 12 F-1,5</td>
<td>Product of group work - rubric</td>
<td>Response to Leahy article: Classroom Assessment: Day by Day, Minute by Minute</td>
<td>Discussion Board about Formative Assessment</td>
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<tr>
<td></td>
<td>Knowledge 1,3,5,7,9</td>
<td>Skill 2</td>
<td>Dispositions 1,2,3</td>
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<tr>
<td>Week 9 10/21/14</td>
<td>The power of formative assessments</td>
<td>Feedback</td>
<td>E B 9,10 D 1,3,5, 7,8, 12 K 1,2</td>
<td>S B 9,10 D 1,3,5, 8,9, 13 K-1,2</td>
<td>Response to Brookhart article: Feedback that Fits</td>
<td>Discussion Board</td>
<td>Response to Chpt 3 SSAL</td>
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<tr>
<td></td>
<td>Knowledge 1,3,5,7,9</td>
<td>Skill 2</td>
<td>Dispositions 1,2,3</td>
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<tr>
<td>Week 10 10/28/14</td>
<td>Formative Assessment</td>
<td>Student Self-Assessment</td>
<td>E K-7,8</td>
<td>S K-7,8</td>
<td>Response to Chpt 4 SSAL</td>
<td>Discussion Board on Chpt and articles</td>
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Revised July 3, 2014
| Week 11 10/28/14 | • Evaluation of the assessments – grading | E D-10, 14 | S D-11, 15 | • Response to Chpt 9 CASL  
• Response to article: How we got grading wrong  
• Class discussions about grading | Knowledge 1,3,4,5,6,7,8,9  
Skill 2  
Dispositions 1,2,3 |
| Week 12 11/4/14 | • Reporting to parents  
• Standards-based report cards  
• Grading philosophies | E D-10, 14 G-5 | S D-11, 15 G-5 | • Response to Chpt 10 CASL  
• Discussion Board  
• Response to article: 8 Steps to Meaningful Grading  
• Grading Philosophy | Knowledge 1,3,4,5,6,7,8,9  
Skill 2  
Dispositions 1,2,3 |
| Week 13 11/11/14 | • Portfolios | E B-8,9 D-11, 14 K-7,8 | S B-8,9 D-12, 15 K-7,8 | • Response to Chpt 11 CASL  
• Discussion Board  
• Response to article: Implementing Portfolios and Student-Led Conferences | Knowledge 1,2,3,4,5,6,7,8,9  
Skill 2  
Dispositions 1,2,3 |
| Week 14 11/18/14 | • Conferencing  
• The value of student-led conferences | E B-8 D-14 G-3,5,6, 7 | S B-8 D-15 G-3,5,6, 7 | • Response to Chpt 12 CASL  
• Response to Chpt 6 SSAL  
• Discussion Board | 1,3,5  
Skill 2  
Dispositions 1,2,3 |
| Week 15 12/2/14 | • Informal assessments: what, when, why?  
• Looking at student work | E B-9,10 D-1,3,7, 8,12 F-1 K-1 | S B-9,10 D-1,3,8, 9,13, 16 F-1 K-1 | • Response to McTighe and O’Connor article: Seven Practices for Effective Learning |  
|
| Week 16 12/9/14 | • Final |  |  | • Final |  
|

**XII. Assignment Descriptions/ Assessment Criteria:**

**Participation**

Attendance and participation in the discussions in class and on line are a critical part of this course. Asking pertinent questions and making comments that connect the concepts to your personal experiences helps everyone learn better. There is a balance...
between sharing personal experiences in a way that everyone welcomes and “hogging” the discussion time. It is equally important not to be the one who thinks things but doesn’t share. Each person has valuable things to share, and you may be the one to voice the question in everyone’s mind.

**Quizzes**

All quizzes are open book/notes/etc. However, it must be your own work. Quizzes are formative assessments and the results help the instructor to identify misconceptions and gaps in knowledge, which can be addressed immediately. Quizzes also help students to know what is important to learn, and also to self-assess.

**Research Paper**

A short research paper (3-5 pages) on any of the following issues:
- Recent research on formative assessments
- Feedback
- The power of collaboration among teachers
- Student Self-Assessment
- Standards-Based Grading
- Differentiating Assessments

**Written responses to chapter readings**

A written response is required for each chapter (9 are assigned). Writing a reflection about what you read helps you to understand the information better and also focuses you on the “so what?” part of reading.

Expectations for response to chapter readings:
- Approximately two typewritten pages, double spaced
- A reflection on what the chapter meant to you as a pre-service teacher, how did it impact your thinking? Any “aha” moments? New ideas? Comparison to your own experience as a student? Would you have learned better if some of the new ideas were in place when you were in school? Do you disagree with any ideas? Do you think that it would be difficult to implement some of the ideas? What do you think you will definitely embrace and make part of your assessment practice? (These questions are just suggestions for you to consider)
- Be sure to cite the parts (at least 3) of the chapter that you are discussing
- Do not give a summary of the chapter
- Submit the assignment, then post a copy on the discussion board – copy and paste, do not attach a file
- Exemplars available on Blackboard

**Written responses to articles**

There will be some articles that you will read, which will be discussed online (9 articles). The responses need to summarize your reaction to the article.

Expectations for response to articles:
- Approximately two typewritten pages, double spaced
- What new insights have you discovered?
- How does it impact your ideas of what a classroom teacher needs to do?
- How might this information help you in your practice?
- Do not give a summary of the article

Revised July 3, 2014
Exemplars available on Blackboard

Posting to discussion board

~ After you submit your written response to the chapters, copy and paste the response directly on to the discussion board dedicated to this chapter.
~ Do not attach the document
~ Read your classmates posts and respond to at least two posts
~ There will be other types of posts in response to online activities and other readings

Grading Philosophy

Your grading practices need to be well thought out and transparent – students and parents need to know up front how and why you grade the way you do. A grading philosophy is not a grading policy. You should develop a grading policy based on your philosophy when you are in the classroom. Exemplars available on Blackboard

Your grading philosophy should address these questions:
~ What kind of communication should grades (scores) give to: a) students on an assignment, b) students at the end of the grading period, c) parents at the end of a grading period?
~ How will you record the scores? Would you disaggregate scores to correspond to the standards that are being addressed in the assignment, test, etc.?
~ Would you have a separate grade for non-academic factors.
~ What should go into a non-academic grade if you choose to have one?
~ Should all scores be averaged for a final grade? (Should grades reflect current achievement level, or should early, formative grades count?)
~ Should you use points, proficiency levels, or percentages?
~ What about zeroes?
~ What about homework?
~ What about late work?
~ What about extra credit?

Final
~ Take home final – mostly short constructed responses

ALP Students
~ 10 hours of observations
~ Log of observations
~ Reflection on observations

XIII. Internet sites or databases on Blackboard

XIV. Late Work:
Your work is due on the date indicated on the syllabus. It is important to do your work in a timely manner so that I have time to give you feedback. Also, the class work and discussions will make more sense if you are prepared. The purpose of this class is for you to learn critical knowledge and skills in assessment and evaluation: it is not about a grade; therefore I will expect you to do all your assignments. Your commitment to learning is a reflection on your potential as a classroom teacher, and consistent failure to do your work in a timely manner may be a cause for serious concern.
XV. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
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<td>59% or Below 59%</td>
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</table>

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Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.
When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures
Northern New Mexico College
College of Education
EDUCATION
Fall 2014

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
**Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: 9:00-17:00, 08/30, 09/13, 09/27, 10/25, 11/08, 11/22, TEC 112

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Isabelle Sandoval</td>
<td><a href="mailto:isabelle.sandoval@nnmc.edu">isabelle.sandoval@nnmc.edu</a></td>
<td>Upon request</td>
</tr>
</tbody>
</table>


VI. Required Materials or Readings: See syllabus.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instruct
IX. Catalog Course Description: This course will present the practical implementation of Spanish literacy skills, including reading, writing, listening and speaking. The course is taught in Spanish.

X. Course Objectives:
- Proporcionar conocimientos basados en la investigación científica sobre los programas y métodos efectivos para la enseñanza de la lecto-escritura para los maestros bilingües que trabajan en programas de doble inmersión estén capacitados para implementar en sus clases la enseñanza efectiva de la lecto-escritura en ambos idiomas.
- Ofrecer a los maestros teorías que apoyan las prácticas pedagógicas que promovemos en el curso.
- Explorar e investigar la historia de la enseñanza de la lecto-escritura a través de los siglos y su impacto en una sociedad literada.
- Comprender los procesos de adquisición de la lectura y la escritura para preparar a los estudiantes a la lectura del mundo y las palabras en un contexto significativo.
- Aplicar estrategias para la enseñanza de la escritura como un proceso en lugar de enseñarla como un producto.
- Observar clases bilingües donde los estudiantes realizan un análisis crítico sobre los procesos de la lecto-escritura bilingüe.
- Crear recursos y materiales en español para mejorar la enseñanza de la lecto-escritura en el aula bilingüe.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-30-14</td>
<td>Contexto de lectoescritura de estudiantes bilingües</td>
<td>1-a, c 1-e, f 1-b, c</td>
<td>3-1, 2 3-1, 2, 3 3-3, 4</td>
<td>*Leer Introducción  *Leer Capítulo 1, 1-29  *Pregunta a discutir: La realidad de clases bilingües. Explique su</td>
</tr>
<tr>
<td>Fecha</td>
<td>Tema</td>
<td>Actividades</td>
<td>Notes</td>
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<td>------------</td>
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<tr>
<td>9-13-14</td>
<td>Reconocimiento de palabras; Concepción sociopsicolingüística</td>
<td>1-a, g 3-4, 6 opinión; presentación oral #1 <strong>Escribir una reacción en su diario de reflexión #1 (para 9-13)</strong></td>
<td>Knowledge 2-4, 6-8 Skill 2 Disposition 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-a, d-f 2, 3-3-6 *Leer Capítulo 2, 30-50, Capítulo 3, 51-85 *Pregunta a discutir: Estrategias psicológicas con estudiantes; presentación oral #2 *Escribir una reacción en su diario de reflexión #2</td>
<td>Knowledge 1-5 Skill 1,2 Disposition 1-2</td>
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<tr>
<td></td>
<td></td>
<td>1-a, b, d 3-1-6 *Leer Capítulo 4, 86-102, Capítulo 5, 103-127 *Pregunta a discutir: -El enfoque ecléctico es-; presentación oral #3 *Escribir una reacción en su diario de reflexión #3</td>
<td>Knowledge 1-9 Skill 1-2 Disposition 1-3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1-a, c, g 2, 3-1-8 *Observación #1 de una clase bilingüe, kinder al 12 grado. Escribir un reporte de dos páginas de lo observado</td>
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<td>1-a, b, c, g 2, 3-1-10 *Leer Capítulo 6, 128-156 *Pregunta a discutir: La importancia de la letra impresa en español o inglés; presentación oral #4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-27-14</td>
<td>Historia de Lectoescritura en español y en inglés</td>
<td>1-a, c-f 2, 3-7 *Leer Capítulo 2, 30-50, Capítulo 3, 51-85 *Pregunta a discutir: Estrategias psicológicas con estudiantes; presentación oral #2 *Escribir una reacción en su diario de reflexión #2</td>
<td>Knowledge 1-5 Skill 1,2 Disposition 1-2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1-a, b, d 2, 3-1-7, 10 *Leer Capítulo 4, 86-102, Capítulo 5, 103-127 *Pregunta a discutir: -El enfoque ecléctico es-; presentación oral #3 *Escribir una reacción en su diario de reflexión #3</td>
<td>Knowledge 1-9 Skill 1-2 Disposition 1-3</td>
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<td>1-a, c, g 2, 3-1-8 *Observación #1 de una clase bilingüe, kinder al 12 grado. Escribir un reporte de dos páginas de lo observado</td>
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<td></td>
</tr>
<tr>
<td>10-25-14</td>
<td>La enseñanza de la lectura</td>
<td>1-a, c-f 2, 3-1-7, 10 *Leer Capítulo 4, 86-102, Capítulo 5, 103-127 *Pregunta a discutir: -El enfoque ecléctico es-; presentación oral #3 *Escribir una reacción en su diario de reflexión #3</td>
<td>Knowledge 1-9 Skill 1-2 Disposition 1-3</td>
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<td>1-a, b, d 2, 3-1-10 *Leer Capítulo 6, 128-156 *Pregunta a discutir: La importancia de la letra impresa en español o inglés; presentación oral #4</td>
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<td></td>
<td></td>
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</tbody>
</table>
| 11-8-14 | Enseñanza efectiva de la escritura; Niveles del desarrollo de escritura | 1-a-g | *Escribir una reacción en su diario de reflexión #4  
*Observación #2 de una clase bilingüe, kinder al 12 grado.  
Escribir un reporte de dos páginas de lo observado  
*PP presentación de materiales didácticos para mejorar la lectura y la escritura, 3 páginas | Skill 4-1 Disposition 1-3 |
| 11-26-14 | La enseñanza temática en dos idiomas | 1-a, c-f, d | *Leer Capítulo 7, 157-185, Capítulo 8, 186-215  
*Pregunta a discutir: Explique el desarrollo normal de la escritura; presentación oral #5  
*Escribir una reacción en su diario de reflexión #5  
*Observación #3 de una clase bilingüe, kinder al 12 grado.  
Escribir un reporte de dos páginas de lo observado  
*Leer Capítulo 9, 216-242  
*Escribir sobre: El desarrollo de una unidad temática para niveles de un grado; una reacción en su diario de reflexión #6  
*PP presentación del proyecto de | Knowledge 1-9 Skill 1,2 Disposition 1-3 |
XII. Assignment Descriptions/Assessment Criteria:

A.) Required Assignments/Descriptions

Oral Presentations, 5@4 pts.
Journal Entries, 6@4 pts.
Bilingual Classroom Observations 3@5 pts
Power Point Bilingual Materials Project
Power Point Project of Investigation

Total

Assessment Summary: Rubrics for proficiency levels are provided for the assignments below regarding:

Oral Presentations: See syllabus for weekly assignments of 8-30, 9-13, 9-27, 10-25, 11-8, 3-4 minutes oral, per rubric levels.

*Students will demonstrate proficiency in speaking Spanish.*

Journal Entries: See syllabus for weekly assignments of 9-13 (2), 9-27, 10-25, 11-8, 11-22, 1 page, per rubric levels.

*Students will explore awareness of theoretical constructs/applications for teaching bilingual students.*

Bilingual Classroom Observations: See syllabus for 3 observations of 9-27, 10-25, 11-8, 2 pages, per rubric levels.

*Students will explore best practices for delivering differentiated instruction in the bilingual classroom.*

Power Point Bilingual Materials Project: See syllabus for assignment of 3 pages, with materials, on 10-25 per rubric levels.

*Students will present a power point presentation on bilingual materials for the classroom.*

Power Point Bilingual Literacy Project of Investigations: See syllabus for assignment of 8-10 pages on 11-22 per rubric levels.
Students will present a power point presentation on biliteracy based on academic research.

XIII. Internet sites or databases: Dual Language of New Mexico www.dlenm.org www.ped.state.nm.us (PED: Bilingual Multicultural Education Bureau—Technical Assistance Manual 2013-14) (PED: Grading for report card for Districts/Schools)

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B=80-89%

Revised August 15, 2014
C=70-79%
D=60-69%
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1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

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3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

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KNOWLEDGE PRINCIPLE
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KNOWLEDGE PRINCIPLE
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KNOWLEDGE PRINCIPLE
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1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.
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**EDBE 306 Spanish for the Bilingual Classroom**

I. **Horas de crédito (Credit Hours):** 3

II. **Semestre de enseñanza (Semester Taught):** Otoño 2014 / Fall 2014

III. **Tiempo de enseñanza y lugar/ (Course Time and Place):** Los miércoles / Wednesdays 16.00 – 18.45 TEC 106.

IV. **Información sobre la profesora (Instructor Information):**

<table>
<thead>
<tr>
<th>Instructor: Regina Robbins, MA</th>
<th>Communication Information: <a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a></th>
<th>Office: TEC 211</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phone: 505-747-5466</td>
<td>Phone: 505-747-5466</td>
</tr>
<tr>
<td></td>
<td>Office Hours: Mon/Wed</td>
<td>And by appointment</td>
</tr>
<tr>
<td></td>
<td>3:00-4:00pm</td>
<td></td>
</tr>
</tbody>
</table>

V. **Libros Requeridos:**


**Recursos complementarios:**

National Association for Bilingual Education. [http://www.nabe.org/BilingualEducation](http://www.nabe.org/BilingualEducation)

**NABE's mission** is to advocate for our nation’s Bilingual and English Language Learners and families and to cultivate a multilingual multicultural society by supporting and promoting policy, programs, pedagogy, research and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity.

Las actitudes hacia educación bilingüe y aprendizaje del español: Un estudio de estudiantes de inmersión y estudiantes tradicionales (2008): [https://scholarworks.iupui.edu/bitstream/handle/1805/1604/thesis.pdf?sequence=1](https://scholarworks.iupui.edu/bitstream/handle/1805/1604/thesis.pdf?sequence=1)
Materiales sobre cultura e idioma: [http://www.aspectosculturales.com/](http://www.aspectosculturales.com/)

Idioma español en Estados Unidos:  
[http://es.wikipedia.org/wiki/Idioma_espa%C3%B1ol_en_Estados_Unidos](http://es.wikipedia.org/wiki/Idioma_espa%C3%B1ol_en_Estados_Unidos)

El español y “el hablante de herencia” en Estados Unidos:  
[www.csub.edu/~tfernandez_ulloa/HABLANTEDEHERENCIA.ppt](http://www.csub.edu/~tfernandez_ulloa/HABLANTEDEHERENCIA.ppt)


Mi primera escuela: [http://primeraescuela.com/](http://primeraescuela.com/)

¡Aprendo Jugando! Actividades de Español para niños y niñas de 6 a 9 años  
Instituto Cervantes:  
[http://cvc.cervantes.es/enseñanza/biblioteca_ele/plan_curricular/introduccion.htm](http://cvc.cervantes.es/enseñanza/biblioteca_ele/plan_curricular/introduccion.htm)

AulaDiez- español online: [http://www.auladiez.com/gratis.html](http://www.auladiez.com/gratis.html)

El Rincón de la Maestra:  
[http://olgacatasus.blogspot.com/](http://olgacatasus.blogspot.com/)

Enseñanza del español en primaria (básica) o secundaria del Sistema de Educación Pública (SEP) de México:  

VII. Descripción del curso en el catálogo de NNMC (Catalog- Course Description):  
This course will present the Spanish language as it is applied to school community settings in addition to the classroom setting. It will include both vernacular and formal language. Spanish will be the language of instruction inclusive of student presentations and participation. **Prerequisites:** EDBE 360and 361; **Co-requisite:** EDBE 305. (3, 3T+0L)

VIII. Objetivos del curso (Course Objectives): Los estudiantes de esta clase podrán:

a. Adquirir/reforzar las competencias lingüísticas en español necesarias para desenvolverse exitosamente en escenarios sociales y académicos en el aula bilingüe y en otros contextos en la escuela y comunidad.

b. Expandir su conocimiento sobre la importancia del bilingüismo en el éxito académico, social y personal de los estudiantes.

c. Incrementar su conocimiento en el uso de estrategias de enseñanza para desarrollar las competencias lingüísticas (escuchar, hablar, leer y escribir) de los estudiantes y personal.
d. Integrar el español en otras áreas de contenido incluyendo los aspectos culturales de la comunidad, región, estado, nación y mundo.
e. Ofrecer a los estudiantes oportunidades de acceder a los recursos tecnológicos y cibernéticos para que expandan sus competencias lingüísticas como así mismo.
f. Desarrollar e implementar plan de lecciones en las diferentes áreas de contenido.
g. Desarrollar estrategias y ejemplos de comunicación para interactuar con los padres de familia y con la comunidad en general.
h. Reflexionar sobre los contenidos aprendidos en la clase y su aplicación en su papel como agente de cambio en la comunidad educativa.
i. Desarrollar una propuesta de investigación aplicable al aula de clase o escuela donde trabaja (estudiantes recibiendo curso de nivel graduado).

IX. Temas de la clase, competencias de los maestros de Nuevo Mexico y tareas: (Class Topics, NM Teacher Competencies and Assignments):

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

A. Language other than English
   A-1.) The teacher communicates effectively orally & in writing (where the written form exists & is allowed) in the language other than English. For Native American languages which have locally developed tribal standards for language proficiency, tribal standards may be used.
   A-1 a.) The teacher demonstrates at least a minimum of an 8th grade level of proficiency in oral & written language (where the written form exists & is allowed), necessary to deliver content pre K-12 in the language other than English.
   A-1b.) The teacher demonstrates a high level of accuracy & fluency in spoken language.
   A-1c.) The teacher utilizes vocabulary appropriate to a broad range of functions, topics & genres in speech.
   A-1d.) The teacher demonstrates competency as a participant in ordinary social situations in which the language other than English is spoken.
   A-1e.) The teacher responds adequately to written material by exercising the processes of comparing, contrasting, categorizing, summarizing, inferring, analyzing, synthesizing, hypothesizing & evaluating.
   A-1f.) The teacher reads w/comprehension a broad range of literacy forms (folk, technical, classic, etc.) across the content areas.
   A-1g.) The teacher writes sentences, paragraphs & essays, utilizing formal language models which express original thought; communicates & accomplishes complete & well-organized ideas; & accomplishes a full set of written functions.

2. The teacher carries out instruction in content areas of the curriculum to attain the Standards & Benchmarks for the content area in the language other than English.

E. Community/Family Involvement
E-1.) The teacher values family & community involvement for the success of learners & bilingual programs.
E-2.) The teacher demonstrates a concerned & caring attitude by establishing a trusting, mutual sharing relationships w/families.
E-3.) The teacher demonstrates knowledge of the teaching& learning patterns of the student’s home environment & incorporates these into the instructional areas of the program.
E-4.) The teacher demonstrates ability to involve families in teaching, curriculum development, classroom management & materials development.
E-5.) The teacher knows how to act as a catalyst in enhancing the educational skills of 2nd language speaking family members to better assist their children.
E-6.) The teacher demonstrates ability to move family members from passive observers to active change agents on behalf of their children’s education.
E-7.) The teacher acquires & uses culturally relevant information & materials from the community for curriculum content & instructional materials.
E-8.) The teacher understands the importance of encouraging bilingual students as they grow & develop to become proponents & models of bilingualism in the community.

X. Descripción de las tareas y criterios de evaluación para los estudiantes no graduados:

EVALUATION:

Presencia/Attendance (20%):

Su presencia es requerida en todas las sesiones de clases. Las clases de educación son basadas en competencias, lo cual significa que los estudiantes deben lograr todas las competencias del Estado de Nuevo México. All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and oral presentations.

Trabajos escritos bilingües/Bilingual Writing Assignments (10%):
Escoja dos de las siguientes opciones/Choose two of the following options:

- Escribir una carta para los padres pidiendo permiso para llevar a los estudiantes al Museo de Historia Natural. Write a letter to parents requesting their permission to take students to the Natural History Museum.
- Escribir una carta a los padres informándoles de los problemas que tiene su hijo en la clase. Write a letter to parents informing them of the problems that their child is having in class.
- Escribir una descripción del programa bilingüe en su escuela. Write a description of a bilingual program in the school.
- Escribir una carta a los padres invitándoles a un evento cultural en la escuela. Write a letter to parents inviting them to a cultural event in the school.

**ESCRIBE LA CARTA EN AMBOS IDIOMAS / WRITE THE LETTER IN BOTH LANGUAGES**
Observaciones de la clase bilingüe/Bilingual Classroom Observations (10%)
Usted va a observar 3 horas de clases bilingües. You will observe 3 hours of bilingual classes.

Evaluación de la clase observada/Evaluation of classroom observation (10%)
Usted va a evaluar las interacciones de la observación y escribir un reporte de evaluación. You will evaluate the classroom interactions you observed and write an evaluation report for your observation.

El examen oral Midterm/ Midterm Oral Exam (15%)
El examen oral medio-semestre incluye planes de lección y la presentación de una lección basada en la cultura. The midterm oral exam includes the lesson plans and presentation of a culturally-based class lesson.

Composición de síntesis/Synthesis paper (10%)
Usted va a escribir una composición de 4-5 páginas explicando cómo su práctica y filosofía crecieron y lo que usted aprendió en este curso y cómo piensa aplicarlo a la educación bilingüe en el futuro. You will write a 4-5 page paper explaining how your practice and philosophy grew and what you learned in this course and how you plan to apply that to the field of bilingual education in the future.

El examen oral final/Final oral exam (15%)
Usted va a hacer una entrevista relacionada a una de las siguientes opciones y presentar sus resultados a la clase. You will conduct an interview related to one of the following options and present your findings to the class.

• Entrevistar a un líder de la comunidad enfatizando la importancia de la cultura en la enseñanza bilingüe/multicultural y presentar los resultados a la clase. Interview a community leader about the importance of culture in bilingual/multicultural education and present your findings to the class.
• Entrevistar a un líder educativo enfatizando la importancia de la enseñanza bilingüe/multicultural y presentar los resultados a la clase. Interview an educational leader about the importance of bilingual/multicultural education and present your findings to the class.

El examen final escrito/Final written exam (10%)
Usted va a tomar un examen final via Blackboard. You will take a final written exam on Blackboard.

Daily Attendance & Participation  20 %  DAILY
Midterm Oral Exam              15 %    DUE:  10/8/2014
Bilingual Writing Assignments (2)  10 %  DUE:  10/29 & 11/5 2014
Final Oral Exam    15 %  DUE:  11/12/2014
Classroom Observations 10 %  DUE:  12/3/2014
Evaluation of classroom observation 10 %  DUE:  12/3/2014
### Assignments to Demonstrate Meeting the Competency

<table>
<thead>
<tr>
<th>DATE</th>
<th>NM Teacher Competency</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>#1</td>
<td>8/20</td>
<td>Course and Student Introductions</td>
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<tr>
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<td><a href="http://vimeo.com/72908047">http://vimeo.com/72908047</a></td>
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<tr>
<td></td>
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<td>Alphabet/vocabulary</td>
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<td></td>
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<td>❖ Ver: El idioma español en Estados Unidos:</td>
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<td>❖ Qué difícil es hablar el español</td>
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<td>#2</td>
<td>8/27</td>
<td>Lección: Los tiempos sencillos de las tres conjugaciones</td>
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<td>Leyenda: “El Sol Y La Luna”</td>
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<td>Diálogo: ¿Cómo se aplica a la educación bilingüe?</td>
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<td>Escritura: “Para escribir” (Actividad 1.2)</td>
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<td>Crear entrevistas</td>
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<td>#3</td>
<td>9/3</td>
<td>Lección: Diptongos</td>
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<td>Leyenda: “Los novios”</td>
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<td>Diálogo: ¿Cómo se aplica a la educación bilingüe?</td>
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<td>Escritura: “Para escribir” (Actividad 7.2)</td>
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<td>❖ AulaDiez- español online:</td>
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<td>❖ Aula Intercultural:</td>
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<td>A 2</td>
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### #14 11/19

| A 1 | Repaso de La Cosecha
| a,b,c,d,e,f,g | Dialogo: ¿Qué aprendimos? |
| B 1,2,3,4,5 | Entregar: |
| C 1,2,3,4 | Classroom Observation Field Log |
| E 7,8 | & Evaluation Report Due |
| F 1,2,3,4 | |

**CLASS WILL NOT MEET ON CAMPUS ON THIS DATE**

Students will attend La Cosecha Conference in Santa Fe, NM,… OR… upon instructor approval, complete a related assignment.

**CLASSROOM OBSERVATIONS/ASSESSMENT**

### #15 12/3

| A 1 | Repaso de La Cosecha
| a,b,c,d,e,f,g | Dialogo: ¿Qué aprendimos? |
| B 1,2,3,4,5 | Entregar: |
| C 1,2,3,4 | Classroom Observation Field Log |
| E 7,8 | & Evaluation Report Due |
| F 1,2,3,4 | |

**CLASS WILL NOT MEET ON CAMPUS ON THIS DATE**

You will take the Final Written Exam via Blackboard

Bilingual Education Synthesis Paper Due via Blackboard

### 12/10

| A 1 | Repaso de La Cosecha
| a,b,c,d,e,f,g | Dialogo: ¿Qué aprendimos? |
| B 1,2,3,4,5 | Entregar: |
| C 1,2,3,4 | Classroom Observation Field Log |
| G 2,4,5,6 | & Evaluation Report Due |

**CLASS WILL NOT MEET ON CAMPUS ON THIS DATE**

Xi. **Política o regla sobre trabajo atrasado:**

La tarea debe presentarse en el día estipulado en el silabo. El grado de incompleto “I” se dará cuando el trabajo no se completa durante la enseñanza del curso dado a razones que no están en el control del estudiante. El estudiante debe completar los requisitos o comunicarse con el profesor inmediatamente para desarrollar un horario para completar el trabajo perdido durante la fecha estipulada. El trabajo que se debe completar solo será aceptado cuando existen circunstancias fuera del control del estudiante (por ejemplo: enfermedad o crisis familiar o personal.) Los trabajos incompletos serán evaluados como exitosos o fracasados. Trabajos fracasados o no exitosos pueden ser presentados nuevamente para un crédito completo. Todos los trabajos incompletos deben presentarse en el último día de clase. El incumplimiento para presentar un trabajo incompleto resultará en la pérdida del grado. El computador del colegio cambiará automáticamente el grado de “I” por “F” cuando la fecha expira.
NNMC Incomplete Policy:
The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an ‘F’ when the deadline passes.

XII. Estudiantes con necesidades especiales:
El colegio del Norte de Nuevo México está comprometido en ofrecer las acomodaciones necesarias razonables para ayudar a todos los estudiantes con una discapacidad documentada para cumplir con los requisitos requeridos para ser parte de este curso. Si acomodaciones son necesarias para la modificación del curso, por favor informe al profesor del curso en la segunda sección de la clase. La persona encargada de los estudiantes con necesidades especiales en NNMC es Verna Trujillo, 505-747-2152.

Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Special Needs liaison at NNMC is Verna Trujillo, 505-747-2152.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall, 2014

III. Course Time and Place: ED 408: Approaches to Teaching English Literacy Skills NNMC College of Education, Rm 106.

IV. Instructor Information:

| Instructor: Marcia Brenden, PhD. | Communication Information: 505 426-2272 Cell: 505 690-1683 | Office Hours: Upon request |


VI. Required materials or readings:

- WIDA ELD Standards
- Common Core Standards
- Scholarly articles as assigned by instructor

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description: This course focuses on effective writing instruction in the Bilingual/ESL classroom. The relationships between listening, speaking, reading, and writing are explored to enhance the identification and development of effective instructional strategies and curriculum. Contextual factors that impact writing instruction across content areas, such as home environment, school environment, culture, cognition, and assessment are examined.

X. Course Objectives:

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

1. Expand knowledge of bilingual/ESL student’s culture, skills, interests, aspirations and values.
2. Expand knowledge of bilingual/ESL policies and programs.
3. Examine current concepts, methods, and strategies for teaching reading and writing in the bilingual/ESL classroom and content area classroom (e.g., Sheltered Instruction).
4. Develop an understanding of the influence of primary-language skills on the learning of a second language (e.g., the influence of the student’s first-language skills in reading and writing, etc.).
5. Examine the interrelationships of listening, speaking, reading and writing skills.
6. Identify, describe and analyze criteria for selecting or creating appropriate and bias free instructional materials for English language development in “content” areas.
7. Identify and analyze a variety of genres to promote reading and writing.
8. Identify and analyze local, national and Internet sources for selecting appropriate instructional materials for English language development in “content” areas.
9. Design, implement and assess the effectiveness of a unit lesson in a “content” area that addresses the needs of English Language Learners.
10. Develop an understanding of alternative assessment instruments (portfolios, authentic assessments).

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competencies and NMESL Competencies addressed</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge (K), Skill(S) or Disposition (D) # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-20-14</td>
<td>Intro to course</td>
<td>NM Teacher Competencies, lvl 1: 2(a),2(d), 3(a), 3(b), 7(d)</td>
<td>Read “ELLS and the Common Core” article: write a two page reflection/academic journal entry due next week.</td>
<td>K(1,2 4, 7) D (2)</td>
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<td>8-27-14</td>
<td>ELLs and the Common Core article</td>
<td>1(a), 1(b), 2(d), 3(a)</td>
<td>B(3), B(4), C(2)</td>
<td>K(1,2 4, 7) D (2)</td>
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<td>9-3-14</td>
<td>Ch. 1: The Students: Who are they in the Espanola district??</td>
<td>7(a),(b) 7(c),7(g) B(5), G(1)</td>
<td>E(1), (2), (5), (8), (10)</td>
<td>K(1,2 4,7) S(2) D (2)</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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<td>9-10-14</td>
<td>Ch. 3: Teaching</td>
<td>7(a), 7(c), 7(d), 7(g), B(5), G(1), 2(3)</td>
<td>Read text Ch 4. Choose a “Teacher’s Channel” lesson to present in class on the subject of L2 language acquisition and one or more of the 4 domains of literacy. Start compiling your strategy toolbox.</td>
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<td>9-17-14</td>
<td>Ch. 4: Language</td>
<td>3(d), 3(e), 5(a), 7(d), B(5), G(1), 2(3)</td>
<td>Read “Children Want to Write” article by Graves provided by instructor. Write a one page reflection on implications for ELLs. Choose a “Teacher’s Channel” lesson to present in class on the subject of ELLs and literacy development</td>
<td></td>
</tr>
<tr>
<td>9-24-14</td>
<td>Intro to Writing and ELLs</td>
<td>2(a), 4(b), 4(c), 5(a), E(1), C(2), C(3), E(1), (2), (5), (8), (10)</td>
<td>Read text Ch 5. Write a 1 page reflection and create a “culture web” to present in class next week.</td>
<td></td>
</tr>
<tr>
<td>10-1-14</td>
<td>Culturally Responsive Pedagogy and ELL Literacy Development</td>
<td>1(a), 2(d), 7(a), (b), (g), (h), (i)</td>
<td>Watch webinar on culturally responsive pedagogy. Read text Chpter 8 on assessment due next week. Take home mid-term due Oct. 8.</td>
<td></td>
</tr>
<tr>
<td>10-8-14</td>
<td>Chpter 8: Assessment for ELLs ACCESS and rubrics</td>
<td>5(a), (b), (c), 7(a), (b) (g), (h), (i)</td>
<td>Read handouts on Writing on Demand and Using Assessments to Improve Writing Instruction. Create a rubric for a grade level informational text. Mid term exam due.</td>
<td></td>
</tr>
<tr>
<td>10-15-14</td>
<td>Lesson Planning for ELL</td>
<td>2(a-e), 5(a-d), B(1,2,3,5)</td>
<td>Read Atwell articles on Writing Workshops and Student Self-Assessment</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Assignments</td>
<td>Engagement/Assessment Criteria</td>
<td></td>
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<tr>
<td>10-22-14</td>
<td>Assessing Writing</td>
<td>Write a lesson plan for both due next week.</td>
<td>K(1,2 4,5,7) S(2) D (2)</td>
<td></td>
</tr>
<tr>
<td>10-29-14</td>
<td>Research on Literacy Resources for teaching ELLs</td>
<td>Compile a list of online resources (websites, webinars, organizations, etc) and share in next week’s class.</td>
<td>K(1,2 4,5,7) S(1, 2) D (2)</td>
<td></td>
</tr>
<tr>
<td>11-5-14</td>
<td>Academic Language Development</td>
<td>Watch powerpoint and teacher channel videos on Academic language</td>
<td>K(1,2 4,5,7) S(1, 2) D (2)</td>
<td></td>
</tr>
<tr>
<td>11-12-14</td>
<td>Visit schools</td>
<td>Take notes on school visit with detailed description of literacy lessons and materials</td>
<td>K(1,2 4,5,6,7) S(1, 2) D (2)</td>
<td></td>
</tr>
<tr>
<td>11-19-14</td>
<td>Visit schools</td>
<td>Take notes on school visit with detailed description of literacy lessons and materials</td>
<td>K(1,2 4,5,6,7) S(1, 2) D (2)</td>
<td></td>
</tr>
<tr>
<td>11-26-14</td>
<td>No Class</td>
<td>Happy Thanksgiving</td>
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<tr>
<td>12-3-14</td>
<td>Finals</td>
<td>Lesson Plan presentations</td>
<td>K(1,2 4,5,6,7, 9) S(1, 2) D (2)</td>
<td></td>
</tr>
<tr>
<td>12-10-14</td>
<td>Finals</td>
<td>Final presentations/celebration</td>
<td>K(1,2 4,5,6,7, 9) S(1, 2) D (2)</td>
<td></td>
</tr>
</tbody>
</table>

XII. Assignment Descriptions/Assessment Criteria:

A.) Field Lab Experiences:
   Required Professional Competency-Based Artifact
Professional Competency-Based Collection of Artifacts  20%
Field Lab Experience Log Sheet  50%
Classroom Disposition Checklist (Faculty)   5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s)      15%

✓ Assessment: Required Professional Competency-Based Artifact Rubric

B.) Classroom Participation:  10 pts.
   Students will have read the assigned readings and participate in discussions that connect to the content and teaching English Language Learners

C.) Reflective/Academic journal entries  (8 reflections @5pts each)
   Assessed by comparison to exemplars 40 pts.

D.) Teaching Literacy to ELLs Strategy Toolbox assessed by competency-based rubric 10 pts.

E.) Four Lesson Plans with Competency-Based Rubric  20 pts.

F.) Final Project:
   Present literacy four lesson plans 20 pts.
   Assessed by WIDA ELD standards and Exemplars 100 pts. Total

Course Assignments – all information for assignments will be in “Assignment folder” on Desir2Learn

XIII. Internet sites: Relevant internet sites will be explored as resources.

XIV. Late Work:
   Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

XV. Special Needs:
   Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Accessibility Resource liaison at NNMC is Verna Trujillo, 505-747-2152 or v.trujillo@nnmc.edu.

XVI. NNMC Incomplete Policy:
   The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
   All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:
Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.
When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. Late Work:
Your work is due on the date indicated on the syllabus.

XXII. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Special Needs liaison at NNMC is Kim Dickman, 505-747-2152.

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Northern New Mexico College
College of Education
EDTE 414 Introduction to Linguistics
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

Revised 8/16/14
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: Monday 19.00 – 21.45 /Room 107/ Teacher Education Center

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah O’Brien, PhD</td>
<td>Office: 505 734 2251</td>
<td>By appointment</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:sarah.obrien@nnmc.edu">sarah.obrien@nnmc.edu</a></td>
<td></td>
</tr>
</tbody>
</table>


VI. Required Materials or Readings:


Supplementary required readings from e-databases will be posted weekly on blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions. There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description:

“You will be exposed to a broad overview of the field of linguistics as it pertains to the knowledge of language and language development. There is an emphasis on the study of phonetics, phonology, morphology, syntax, semantics and pragmatics. This course is oriented primarily to the needs of present and prospective teachers.”
This course studies the ways language works and provides an introduction to the scientific study of language and linguistics. The field of linguistics might be divided into two major sub-fields according to how the student of language chooses to view the subject. Language might be viewed as a human activity, something that people do with, for, and all too often, to each other. This is the view taken by sociolinguists. Language may also be viewed as a thing unto itself, an entity having an existence somehow magically divorced from the people who use it. When someone makes a statement to the effect that, say, ‘the English language has a two tense verb system,’ or ‘the English vocabulary contains upwards of half a million words,’ he/she is speaking from this view. The thing-view of language predominates in structural studies. In this introductory course, we will consider both views, by periodically reminding ourselves that language is, in the final analysis, something that people do rather than something that simply is. If we do this, we will be able to avoid the worst effects of a distorting abstraction and keep contact with linguistic reality.

X. Course Objectives:

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

TESOL competencies as listed below.

A. Knowledge of students - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.

1. The teacher recognizes and accepts the home language as a valid system of communication.
2. The teacher knows the effects of cultural and socioeconomic variables on the students' general level of development and socialization.
3. The teacher understands the factors that contribute to the lifestyles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.
4. The teacher knows about exceptionalities in learning and, is able to access resources and facilitate inclusive learning for all students.

B. Knowledge of language and language development - New Mexico teachers of English as a second language are models of language proficiency and have knowledge of a second language. In addition, they draw on their knowledge of language and language development to understand the process by which students acquire both their first and second languages, to develop instructional strategies that promote language development, and to modify the curriculum as necessary to accommodate the needs of new language learners.

1. The teacher demonstrates proficiency in English literacy at a level commensurate with the teacher's role as a language model.
2. The teacher has knowledge of the process of oral and (where applicable) written language acquisition in the first and second language.
3. The teacher demonstrates knowledge of the ESL (English as a second language) component in bilingual education.
(4) The teacher understands the integrated nature of cognitive and affective language development.
(5) The teacher understands and respects vernaculars, including social and regional varieties.
(6) The teacher has knowledge of another language and culture, i.e. a minimum of two semesters of university coursework in a language other than English.

C. Knowledge of culture and diversity - New Mexico teachers of English as a second language are knowledgeable about and sensitive to the dynamics of culture in general, and to their students' cultures in particular. This enables them to structure a successful academic experience for students.
(1) The teacher assists students in maintaining pride in and extending identification with the mother culture.
(2) The teacher recognizes and respects the culture, history and contributions of each student's ancestry to New Mexico and to the United States.
(3) The teacher models the value of cultural diversity and validates the contemporary life styles of diverse cultural groups.

Reading competencies as listed below:
(3) Moral dimensions and values
   (a) Recognizes the importance of literacy as a mechanism for personal and social growth.
   (b) Recognizes that literacy can be a means for transmitting moral and cultural values within a community.
   (c) Recognizes values, and is sensitive to human diversity.
   (d) Recognizes and is sensitive to the needs and rights of individual learners.

(4) Perspectives about readers and reading
   (a) Understands and accepts the importance of reading as a means to learn, to access information, and to enhance the quality of life.
   (b) Understands and is sensitive to differences among learners and how these differences influence reading.
   (c) Understands and respects cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity.
   (d) Understands importance of integrated community and school efforts in meeting the needs of diverse learners.
   (e) Understands the importance of making reading relevant to the learners' lives.
   (f) Believes that all students can learn to read and share in the communication process.
   (g) Recognizes the importance of using reading in positive ways in the classroom.
   (h) Recognizes the value and importance of creating a supportive and positive environment for literacy learning.
   (i) Recognizes the importance of providing learners opportunities in all aspects of literacy.
   (j) Recognizes the importance of implementing literacy programs designed to meet the needs of the students.
   (k) Recognizes the importance of building on the strengths of individual learners.

(5) Language development, cognition, and learning
   (a) Understands that language is a symbolic system.
   (b) Understands and uses major theories of language development, cognition, and learning and uses them in a well-planned and comprehensive reading program.
(c) Is aware of the linguistic, sociological, cultural, cognitive, and psychological bases of the reading process.
(d) Is aware of the impact of physical, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading.
(e) Recognizes dialect variations and respects linguistic differences.

XI. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern's College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/18/2014</td>
<td>Introduction to Syllabus Course Expectations</td>
<td>A1 A2 B1 B4</td>
<td>C2 3a</td>
<td>Knowledge Principle – 1, 2, 4, 7, 6, 8,9 Dispositions – 1,2,3</td>
</tr>
<tr>
<td>08/25/2014</td>
<td>Introduction to the Language Read Ch. 1, The Origins of Language Read Ch. 2, Animals and Human Language</td>
<td>A2 B1 B2 B4 3a 5a 5c 5d</td>
<td>Reflective Academic Journal # 1</td>
<td>Knowledge Principle – 1, 9, 7, 4, Skills – 2</td>
</tr>
<tr>
<td>09/08/2014</td>
<td>Introduction to Language Acquisition and Learning Read Ch. 4 Yule The Sounds of Language Read Ch. 5 Yule The Sound Patterns of Language</td>
<td>B1 B2 B4 5a</td>
<td>Reflective Academic Journal # 2</td>
<td>Knowledge Principle – 1, 2, 4, 6, 7, 8 Dispositions - 2</td>
</tr>
<tr>
<td>09/15/2014</td>
<td>Introduction to language acquisition &amp; learning Words and word-formation process Morphology Read Ch. 6- Yule Read Ch. 7- Yule</td>
<td>B1 B2 B4 5a</td>
<td>Reflective Academic Journal # 3</td>
<td>Knowledge Principle – 1, 2, 3,4 Skills – 1, 2 Dispositions – 1,2,3.</td>
</tr>
<tr>
<td>09/22/2014</td>
<td>Introduction to language acquisition &amp; learning Phrases and</td>
<td>B1 B2 B4 4a</td>
<td>Reflective Academic Journal # 4 Writing Assignment I - Mini Lesson Plan</td>
<td>Knowledge Principle – 1, 2,3,4,7,8,9 Skills - 1,2</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Syllabus</td>
<td>Exam/Assignment</td>
<td>Knowledge/Disposition</td>
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<tr>
<td>09/29</td>
<td>Sentences: Grammar Syntax Read Ch. 8- Yule</td>
<td>5d 5a 5c</td>
<td>Reflective Academic Journal # 5</td>
<td>Knowledge Principle -4,1 Skills – 2 Disposition – 2, 1</td>
</tr>
<tr>
<td></td>
<td>Semantics Pragmatics Discourse analysis Read Ch. 10- Yule</td>
<td>B1 B2 5a 5c 5d</td>
<td>Mid Term Exam</td>
<td>Knowledge Principle – 1,4 Skills – 1, 2 Disposition -1,3</td>
</tr>
<tr>
<td>10/6/2014</td>
<td>Differing approaches in language teaching Language and the brain Read Ch. 13- Yule</td>
<td>A1 A4 B2 B3 3a 3d</td>
<td>Reflective Academic Journal # 6</td>
<td>Knowledge Principle - 1, 2, 3, 4, 7,8 Skills – 1, Disposition -1,2,3</td>
</tr>
<tr>
<td>10/20/2014</td>
<td>The development of writing Gestures and signs Read Ch. 3- Yule</td>
<td>A2 B2 B4 3b 4a 4b 5c 5d</td>
<td>Reflective Academic Journal # 7</td>
<td>Knowledge Principle -1, 5, 4,7 Skills – 1,2 Disposition -2</td>
</tr>
<tr>
<td>10/27/2014</td>
<td>Language history and change Read Ch. 17- Yule</td>
<td>A2 A3 A4 5c 5d</td>
<td>Reflective Academic Journal # 8 Writing Assignment II - Field Observation Report B3, C1, 3d</td>
<td>Knowledge Principle - 1,2, 3,4,5,6,7,8,9 Skills – 2 Disposition -1,2,3,</td>
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<tr>
<td>11/03/2014</td>
<td>Identity and Linguistics Language and Regional Variation Language and Social Variation Read Yule, Ch. 18, 19</td>
<td>A1 A2 A3 A4 B4 B5 C2 C3 3b 4c 4e 5e 5c 5d</td>
<td>Reflective Academic Journal # 9</td>
<td>Knowledge Principle - 7,6, 1, 4 Skills – 1 Disposition -1, 2, 3</td>
</tr>
</tbody>
</table>
**AVANCE Project**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Descriptions/ Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11/10/2014</strong></td>
<td><strong>Language and Culture</strong>&lt;br&gt;Read Yule Ch. 20</td>
</tr>
<tr>
<td></td>
<td>A1 A2 A3</td>
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<tr>
<td></td>
<td>B4 B5 B5</td>
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<tr>
<td></td>
<td>Reflective Academic Journal # 10</td>
</tr>
<tr>
<td></td>
<td>Knowledge Principle -1, 9, 7, 8, 4 Skills – 2 Dispositions – 1, 2, 3</td>
</tr>
<tr>
<td><strong>11/17/2014</strong></td>
<td><strong>Planning and implementing successful language instruction</strong>&lt;br&gt;<em>Pulling it all together</em></td>
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<tr>
<td></td>
<td>A1 A2 A3 C1 C2 C3</td>
</tr>
<tr>
<td></td>
<td>3c 4g 4h 4i 5c</td>
</tr>
<tr>
<td></td>
<td>Submit Reflective Academic Journal (1 – 10) in one doc. file</td>
</tr>
<tr>
<td></td>
<td>Knowledge Principle – 1, 2, 3, 4 Skills – 1, 2, 3 Disposition - 1, 2, 3</td>
</tr>
<tr>
<td><strong>12/1/2014</strong></td>
<td><strong>Planning and implementing successful language instruction</strong>&lt;br&gt;<em>Pulling it all together</em></td>
</tr>
<tr>
<td></td>
<td>A1 A2 A3 A4 C1 C2</td>
</tr>
<tr>
<td></td>
<td>3a 3c 4d 4f 4g 4i</td>
</tr>
<tr>
<td></td>
<td>Knowledge Principle -5, 6, 7 Skills – 1, 2, 3 Disposition - 1, 2, 3</td>
</tr>
<tr>
<td><strong>12/08/2014</strong></td>
<td><strong>Planning and implementing successful language instruction</strong>&lt;br&gt;<em>Pulling it all together</em></td>
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<tr>
<td></td>
<td>A1 A2 A3 A4 C1 C2</td>
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<tr>
<td></td>
<td>3a 3c 4g 4h 4i</td>
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<tr>
<td></td>
<td>Power Point Presentations.</td>
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<tr>
<td></td>
<td>Knowledge Principle -8, 9 Skills – 1, 2, 3 Disposition - 1, 2, 3</td>
</tr>
</tbody>
</table>

**XII. Assignment Descriptions/ Assessment Criteria:**

- 1. Mid-term exam ................................................................. 15%
- 2. Journal ................................................................................... 30%
- 3. Class participation……………………………………………………… 15%
- 4. Assignments (2)..................................................................... 30%
- 5. Power Point presentation....................................................... 10%

Assessment summary: Assessments and samples of expected outcomes provided for the course will include:

1. Delivering a **Power Point presentation** that explores one of the topics covered in the course, e.g., socially-diagnostic features in language variation or language acquisition, by using Power Point or other suitable alternative.
2. **Written assignments (2)**, Students will complete a suitable mini- lesson plan and field observation report.
3. **Mid term Exam**, where students demonstrate knowledge of, for example, allophonic variation in languages and pertinent classroom applications, or the notion that language is rule-governed and can apply the same to describing regularities or irregularities in a given language.
4. **Journal**, in which students explore course content through completion of a series of activities and ensuing reflections which demonstrate they understand and can explain universal features of language, e.g. grammatical categories, linguistic rules, relationship between language and culture, social variation in language, language change, or an aspect of the language learning processes, as well as viable implications/applications of these theoretical constructs.
5. **Class participation**, including responses to questions posted online, by which students demonstrate knowledge, skill, ability to elaborate on relevant content (e.g., to explain fundamentals of the sound system of language, the nature of language errors, or the relationship between form and meaning); ability and willingness to engage others in discussion of posted topics.

XIII. **Internet sites or databases**: As assigned in weekly assignments guidelines.

XIV. **Late Work**: Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

XV. **Students with Disabilities**: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities.* The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. **NNMC Incomplete Policy**: The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. **Personal Responsibility**: All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. **Grading Scale**: Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading (example):
- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=59% or Below 59%
Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

If you are going to use that in your grading be sure the grading scale reflects that grading system.

XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.
**KNOWLEDGE PRINCIPLE**

2. **Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

**SKILLS**

1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

**KNOWLEDGE PRINCIPLE**

5. **Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

**KNOWLEDGE PRINCIPLE**

3. **Teaching:** The teacher candidate communicates with students and obtains feedback from students in a manner that enhances student learning and understanding.

**KNOWLEDGE PRINCIPLE**

4. **Learning:** The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

**KNOWLEDGE PRINCIPLE**

7. **Diversity:** The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

**KNOWLEDGE PRINCIPLE**

8. **Professionalism:** The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

**KNOWLEDGE PRINCIPLE**

6. **Professionalism:** The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

**KNOWLEDGE PRINCIPLE**

9. **Collaboration:** The teacher candidate works productively with colleagues, parents and community.

**DISPOSITIONS**

1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

ED 403 Foundations of Bilingual/ESL Multicultural Education

Credit Hours: 3

1. Semester Taught: Fall 2014

2. Course Time and Place: Blackboard/On-line

3. Instructor Information: Sandra Rodriguez, PhD

4. Required Text:

5. Attendance
   Attendance is required for all class sessions.

   There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure. On-line course attendance is measured by Threaded Discussion participation.

   Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

6. Course Description:
   This course focuses on the historical, legal, philosophical, theoretical paradigms of bilingual/ESL education. An emphasis on developing a deeper understanding of the culturally diverse student, their families and communities as it relates to learning is explored.

   **Course Outcomes:**
   1. Expand understanding of the culturally and linguistically diverse (CDL) student, family and community
   2. Develop an understanding of the factors that contribute to the lifestyles of diverse populations
   3. Develop an understanding of the social, political, and philosophical attributes of cultural competency.
   4. Develop an understanding of appropriate alternative assessment instruments (portfolios, authentic assessments) in the bilingual/ESL classroom.
   5. Expand understanding of reflective practice as a means to improve student achievement and professional growth.
7. **Class Topics, NM Teacher Competencies**

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern New Mexico College of Education Conceptual Framework. Assignments in this course correspond:

**TESOL competencies as listed below.**

A. Knowledge of students - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.

1. The teacher recognizes and accepts the home language as a valid system of communication.
2. The teacher knows the effects of cultural and socioeconomic variables on the students' general level of development and socialization.
3. The teacher understands the factors that contribute to the lifestyles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.
4. The teacher knows about exceptionalities in learning and, is able to access resources and facilitate inclusive learning for all students.

C. Knowledge of culture and diversity - New Mexico teachers of English as a second language are knowledgeable about and sensitive to the dynamics of culture in general, and to their students' cultures in particular. This enables them to structure a successful academic experience for students.

1. The teacher assists students in maintaining pride in and extending identification with the mother culture.
2. The teacher recognizes and respects the culture, history and contributions of each student’s ancestry to New Mexico and to the United States.
3. The teacher models the value of cultural diversity and validates the contemporary life styles of diverse cultural groups.

F. Assessment - New Mexico teachers of English as a second language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.

1. The teacher understands the principles and theories of second language assessment.
2. The teacher shall be able to administer language assessments, interpret results, and incorporate them into instruction.
3. The teacher recognizes potential linguistic and cultural biases in assessment instruments including standardized tests.
4. The teacher utilizes alternative assessment measures including portfolio and authentic assessments.

H. Linkages with families and communities - New Mexico teachers of English as a second language create linkages with families that enhance the education experience of their students.

1. The teacher demonstrates the ability to guide families from passive observers to active change agents on behalf of their children's education.
2. The teacher develops the ability to identify and utilize available community resources.
3. The teacher demonstrates the ability to involve families within the school environment.

I. Professional leadership - New Mexico teachers of English as a second language contribute to the growth and development of their colleagues, their school, and the advancement of knowledge in their field.

1. The teacher demonstrates knowledge of the legal issues concerning the education of language-minority children in New Mexico and in the United States.
(2) The teacher demonstrates knowledge of the different theories and philosophies related to alternative language programs.
(3) The teacher demonstrates knowledge of the history of alternative language programs.
(4) The teacher demonstrates knowledge of the importance of advocating knowledge of English as a second language among peers, family, and community.
(5) The teacher demonstrates knowledge of current trends related to the education of culturally and linguistically diverse students.
(6) The teacher demonstrates knowledge of the ability to collaborate with all other education professionals.

**Bilingual competencies as listed below.**

B. Culture: Bilingual teachers shall increase and diffuse their knowledge of the internal and external forces of change and how they relate to culture.

(1) The teacher understands and accepts the diversity of behavior involved in multicultural settings.
(2) The teacher develops an ability to demonstrate to the learner the value of cultural diversity.
(3) The teacher prepares and assists students to interact successfully in pluralistic cultural settings.
(4) The teacher recognizes and accepts different patterns of child rearing within and between cultures in order to formulate realistic instructional strategies.
(5) The teacher assists students to maintain and extend identification with and pride in one’s cultural heritage and awareness of being part of a larger global coalescence.
(6) The teacher demonstrates knowledge of the monumental (art, literature, architecture, history, civilization and literary history) and fundamental (food, folklore, customs, and traditions) elements of traditional and modern cultural influences affecting learners.
(7) The teacher recognizes and respects the similarities and differences among many cultures within a pluralistic society.
(8) The teacher demonstrates knowledge of the effects of cultural and socio-economic variables on the student’s learning styles.
(9) The teacher accesses, analyzes, evaluates and applies current research to educate students from linguistically and culturally diverse backgrounds.
(10) The teacher recognizes the culture and history of each student’s ancestry.
(11) The teacher recognizes the contributions of the diverse cultural groups to New Mexico and to the United States.

E. Community/family involvement

(1) The teacher values family and community involvement for the success of learners and bilingual programs.
(2) The teacher demonstrates a concerned and caring attitude by establishing a trusting, mutual sharing relationships with families.
(3) The teacher demonstrates knowledge of the teaching and learning patterns of the student’s home environment and incorporates these into the instructional areas of the program.
(4) The teacher demonstrates ability to involve families in teaching, curriculum development, classroom management and materials development.
(5) The teacher knows how to act as a catalyst in enhancing the educational skills of second language speaking family members to better assist their children.
(6) The teacher demonstrates ability to move family members from passive observers to active change agents on behalf of their children’s education.
(7) The teacher acquires and uses culturally relevant information and materials from the community for curriculum content and instructional materials.

(8) The teacher understands the importance of encouraging bilingual students as they grow and develop to become proponents and models of bilingualism in the community.

G. Professional leadership

(1) The teacher demonstrates knowledge of the legal issues concerning the education of language-minority children in New Mexico and in the United States.

(2) The teacher demonstrates knowledge of the different theories and philosophies related to bilingual education programs.

(3) The teacher demonstrates knowledge of the history of bilingual education programs.

(4) The teacher demonstrates knowledge of the importance of advocating knowledge of bilingual education among peers, family and community.

(5) The teacher demonstrates knowledge of current trends related to the education of culturally and linguistically diverse students.

(6) The teacher demonstrates knowledge of the ability to collaborate with all other education professionals.

8. Assignment Descriptions/Assessment Criteria:

1. Class participation/Threaded discussions 10@2pts. 20 pts.
2. Reflective journal entry 3@5pts. 15 pts.
3. Student projects
   1) Cultural Competency 15 pts.
   2) Academic journal outline 15 pts.
   3) Teaching in a multicultural environment 15 pts.
4. Final Project:
   1) Reflective practice/self-assessment 20 pts.

1) Week #1 August 18th
   Introduction
   Class expectations, Bb

2) Week #2 – August 25th
   Classroom participation/Threaded discussion
   Bennet/Chapter 1

3) Week #3 – September 1st
   Classroom participation/Threaded discussion
   Bennet/Chapter 2: Culture, Race, and the Contexts for Multicultural Teaching
   1st Reflective journal entry

4) Week #4 – September 8th
   Classroom participation/Threaded discussion
   Bennet/Chapter 3: Race Relations and the Nature of Prejudice
   Student Project #1: Cultural Competency
5) **Week #5-September 15th**
   Classroom participation/Threaded discussion
   Bennet/Chapter 4: Immigration and the American Dream: European American and Jewish American Perspectives
   Bennet/Chapter 7: Contemporary Immigration and the American Dream: Asian, Muslim, and Arab American Perspectives
   2nd Reflective journal entry

6) **Week #6-September 22nd**
   Classroom participation/Threaded discussion
   Bennet/Chapter 5: Colonialism, Involuntary Immigration, and the American Dream: American Indian and African American Perspectives
   Bennet/Chapter 6: Colonialism, Immigration, and the American Dream: Latino Perspectives
   Student Project #2: Academic journal outline

7) **Week #7 September 29th**
   Classroom participation/Threaded discussion
   Bennet/Chapter 8: Learning Styles and Culturally Competent Teaching
   Bennet/Chapter 9: Reaching All Learners: Perspectives on Gender, Class, and Special Needs
   3rd Reflective journal entry

8) **Week #8 October 6th**
   Classroom participation/Threaded discussion
   Bennet/Chapter 10: Teaching in Linguistically Diverse Classrooms
   Bennet/Chapter 11: Multicultural Curriculum Development: A decision-Making Model and Lesson Plans

9) **Week #9 October 13th**
   Student Project #3: Teaching in a multicultural environment

10) **Week #10 October 20th**
   Classroom participation/Threaded discussion
   Final paper: Reflective practice/self-assessment

9. **Late Work:**
   Your work is due on the date indicated on the syllabus.

10. **Special Needs:**
    Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Special Needs liaison at NNMC is Kim Dickman, 505-747-2152.

11. **NNMC Incomplete Policy:**
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. **Credit Hours:** 3

II. **Semester Taught:** Fall 2014

III. **Course Time and Place:**
This is a hybrid course, and we will have three face-to-face meetings. **THE FACE TO FACE MEETINGS ARE MANDATORY. IF THE STUDENT MISSEs A FULL FACE TO FACE MEETING, THE INSTRUCTION CAN HAVE THE DISCRETION TO DISENROLL THE STUDENT FROM THE CLASS OR FAIL THE STUDENT.**

IV. **Instructor Information:**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rose Chiovitti-Cavalcante</td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> or blackboard email</td>
<td>Tu – 3-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We - 3-4</td>
</tr>
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<td></td>
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<td>Th- 2:30-4:30</td>
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</tbody>
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V. **Required Texts:**

   ISBN: 978-0133-400-823


VI. **Attendance :**

Attendance is required for all face-to-face class sessions. There is no deviation from this rule for weekend or hybrid classes; one full day of missing a weekend class can result in failure in the course.

VII. **Course Description:**

This course provides an overview of the history of Special Education in the United States and looks at the development of models currently being used to deliver services to students identified as having special needs. The course also reviews some of the ways in which curriculum can be modified to facilitate the education of culturally and linguistically diverse and exceptional students and also presents the clinical and educational characteristics of children with specific disabilities such as Learning Disabilities, ADHD, Mental Retardation, and Emotional and Behavioral Disorders. Federal mandates regarding special education practice as described by the individuals with disabilities education improvement Act (IDEA 2004) will be addressed, as will some of the legal issues inherent in overall program development, providing the entry-level teacher with a basis for making defensible choices throughout his/her apprenticeship and professional practice. Issues related to student discipline, classroom management and the development of Behavior Intervention Plans will also be discussed.

***In addition to the theoretical content, this course will also include a field experience component in Special Education (SPED). The student will spend a minimum of 10 hours in a school observing the Special Education services provided for students in that particular setting. **THE STUDENT WILL KEEP AND SUBMIT AT THE END OF THE COURSE, A LOG OF THE HOURS SPENT OBSERVING THE CLASSROOM AND ALSO SUBMIT TWO FIELD EXPERIENCE OBSERVATION SUMMARIES/REFLECTIONS OF THEIR FIELD EXPERIENCE and Dispositions checklists.**

VIII. **Course Objectives:**
**OBJECTIVES** | **ED CONCEPTUAL FRAMEWORK** | **NM COMPETENCIES**
--- | --- | ---
The student will understand diversity in the learning process. | K: 2, 3, 4, 7, 8 S: 2 D: 1, 2 | A2e, Aa3b, A3c, A3d, A4d, B1a, B1b, D6a, D6c
The student will compare and evaluate the merits of the different models, theories, philosophies and history that provide the basis for Special Education. | K: 7, 8, 9 D: 2, 3 | A1a, A1b, A1c, A3c, D7a1
The student will know the current and historical laws, rules, and regulations pertaining to Special Education and procedural safeguards relating to educational services. | K: 7, 8, 9 D: 2, 3 | A1a, A1b, A1c, A2b, A3c, A4a, D2f, D4a, D7a1
The student will understand the concepts of Least restrictive environment, Inclusion and collaboration. | K: 2, 3, 4, 6, 7, 8, 9 D: 1, 2, 3 S: 2 | A1b,A1c,A1d, A2b, A2e, A3b,A3c, A3e, A4a, A4c, A4d D2f,D4a, D6a,D7a3, D7a4 D7b1
The student will describe the characteristics of the different disabilities served under Special Education and their educational implications. | K: 2, 4, 7, 8 D: 2, 3 | A3a, A3b, A3c, A3d, b1a, D6a
The student will design both an appropriate Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) for a student with disability. | K: 3, 6, 7, 8 S: 2 D: 2, 3 | D7a1, D7a2, D7a3, D7a4, D7b1

List of the NM entry-level teacher competencies addressed by this course:

- A1a Explains and Discusses models, theories, and history that provide the basis for special education practice.
- A1b Explains and discusses current and historical state and national rules and regulations relating to SPED practices.
- A1c Explains and discusses the procedural safeguards relating to educational services.
- A1d Explains and discusses state and federal mandates for students with disabilities.
- A2b Provides information about community and state resources available to parents and staff.
- A2e Demonstrates knowledge and sensitivity to cultural, social, environmental, and ethnic dynamics in interpersonal and group interactions with students, parents and professionals.
- A3a Define each exceptionality
- A3b Identify the cognitive, physical, cultural, social, emotional and sensory needs of each exceptionality.
- A3c Discusses general characteristics, etiologies, and learning styles of each exceptionality
- A3d Describes current theories and research for education of exceptional students.
- A3e Demonstrates skills needed for effective advocacy on behalf of students and their parents.
- A4a Describes rationale necessary to determine a child’s least restrictive environment.
- A4c Demonstrates knowledge in facilitating least restrictive environments.
- A4d Considers the pros and cons of various inclusive models.
• B1a Describes the developmental stages/milestones of normal motor, language, socio-emotional, sensory, and cognitive environment.
• B1b Discusses the impact of socio-economic, cultural, and physiological aspects on human development.
• D2f Collaborates with regular education teacher and related services personnel for support of students with special needs in inclusive environments.
• D4a Describes models for enabling exceptional learners to make transitions from SPED to regular education, early intervention to school, level to level, and post-secondary options.
• D6a Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
• D6c Is aware of and can apply current research findings regarding individuals such as linguistic background, developmental levels, exceptionalities, and gender.
• D7a1 Implements disciplinary procedures consistent with state and federal rules and regulations.
• D7a2 Conducts functional behavior assessments.
• D7a3 Collaborates, develops, implements, and subsequently evaluates implemented behavior management programs.
• D7a4 Demonstrates appropriate group and individual interventions
• D7b1 Demonstrate skill in establishing a safe and appropriate environment.

List of the areas of the Conceptual Framework Addressed in this course:

Knowledge:
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment

7. Diversity: The teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

Skills
2. Utilization of Planning and Assessment tools: Skills in designing, implementing and adjusting lesson, unit, and integrated plans to develop effective learning experiences. Skills in designing and implementing multiple assessment instruments.

Dispositions
1. Fairness: Teacher Candidates learn to use formal and informal assessments to determine the course of instruction and the best ways to engage all students to learn and succeed.

2. A belief that all students can learn: Teacher Candidates learn child and adolescent development and educational psychology to ensure their understanding that all students can learn. Teacher Candidates learn sensitivity to community and cultural norms while learning to work collaboratively with students, colleagues, parents and the community to ensure success for all students.

3. Ethical behavior: Teacher Candidates will accept responsibility for adhering to the high ethical standards inherent in teaching and necessary for earning the respect of students, colleagues, parents, and community members. Ethical behavior is defined in the New Mexico Code of Ethics.

IX. DISTRIBUTION OF GRADES:
- Weekly Discussions 40%
- Field Reflections I and II plus log + dispositions checklist - 15%
- Research Paper/Presentation – 20%
- Schools websites – 10%
- Student discipline – 10%
- Social Story – 5%

*IMPORTANT – Refer to rubrics (posted online) to see how the research paper will be graded

For this class you can obtain a maximum of 100 points. Each assignment will be graded from 0 to 10 and will be weighted according to their grade percentages. For example, if you received 8 points (max of 10) in your Paper, you should multiply it by 2, since this assignment is worth 20% towards your total number of points (max 100). Thus, for this assignment you received a total of 8x2=16 points towards your final grade.

**A+ =100 points; A= 93-99 points; A- = 90-92 points; B+= 86-89 points; B= 83-85 points; B- = 80-82 points; C+= 77-79 points; C= 73-76 points; C-=70-72 points; D+= 67-69 points; D+ 63-66 points; D- = 60-62 points; F = below 60 points**

A grade of B or higher is required for passing this class (83% or higher)

X. Internet sites or databases
The NNMC library offers several databases that you should consult to find articles and books to write your research paper. You should consult at least two of those databases and provide evidence of that when you submit your paper.
PED NM Special Education site:  
http://sde.state.nm.us/seo/index.htm  
http://www.ped.state.nm.us/rti/rule.html  
http://owl.english.purdue.edu/owl/  
http://www.ped.state.nm.us/RtI/dl10/Addressing%20Student%20Behavior%20Guide%202010.pdf  
http://www.ped.state.nm.us/RtI/dl10/Addressing%20Student%20Behavior%20Guide%202010.pdf

XI. Field experience:
The SPED 401 course includes also 10 hours of Field Experience. Students will be required to observe in a special education classroom and keep a journal with their observation notes. They will submit 2 observation descriptions/filed experience reflections to the instructor (directions are online in the blackboard assignment section). Students will have to keep a log with the hours of observations and signatures from their mentor teachers. The log must be returned to the instructor in the class last face to face meeting. The field placements are done by the COE Field Placement Director. If you have any questions about your placement or have any placement issues contact the Field Placement office.

XII. Late Work:
Your work is due on the date indicated on the blackboard calendar. If you feel that, for reasons beyond your control, you cannot complete an assignment by the due date, contact the instructor immediately. Work posted or turned in later than the due date will be penalized with deduction of points to the discretion of the instructor. Also, if the instructor is not contacted and the assignment is not turned in on the posted date, the instructor will have the right of not accepting it in a later date.

*Note that discussions posted after the due dates will receive a grade of Zero (0). Power point presentations are due on their due date and will not be accepted late.

XIII. Students with Disabilities:

**Students with Disabilities:**
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability,
you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIV.  NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is YOUR responsibility to complete the work within the given deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV.  Complaints Policy:
The COE follows a chain of command process regarding complaints. In other words, if you have a complaint your should go first to the person you have the complaint against. If that does not work, go to the person immediately above him/her. For example, concerns about the course should be dealt first with your instructor. If after that the problem is not resolved, then you would go to the COE dean, and so on. If you have a complaint against another student, go first to that student and if that is not resolved, contact your instructor. PLEASE DO NOT USE THE DISCUSSION BOARD FOR DISCUSSIN ISSUES WITH ANOTHER STUDENT OR WITH THE TEACHER. You may send, however, messages to the specific person through the blackboard e mail if you wish.

XVI.  Cell phone policy
* IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING). It reflects lack of respect with your instructor and classmates to use your cell phone during class. After entering the classroom put your cell phone in a vibrating mode or turn it off. If you absolutely need to take a call, step out of the classroom to do so. Texting is forbidden in any circumstances.

XVII. Online discussions guidelines
The online discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content.
Online discussions should be a learning experience for all students. Postings and replies should be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard e mail and not posted on the discussion board.

XVIII. Online communications – NNMC has determined that all student–faculty communication must by conducted through NNMC’s e mail. Thus, you are required to activate you NNMC e mail account and conduct all your class communications with your professor through it. Online communication through other e mail addresses will not be answered by the instructor.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 2
II. Semester Taught: Spring 2015
III. Course Time and Place: 4:00 pm to 5:45 pm. Education Building Room 112
IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Communication Information:</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deirdra Montoya</td>
<td><a href="mailto:Deirdra.montoya@nnmc.edu">Deirdra.montoya@nnmc.edu</a></td>
<td>Upon Request</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: The NM CYFD Licensing Regulations for Child Care Centers

VII. E-Mail Requirement: all Students attending NMMC must use their NNMC e-mail account when communicating electronically about NNMC relates business. If you are having trouble please contact IR at 505-747-2259.

VIII. Attendance: Regular class attendance is important and expected. Active participation is also required and is 10% of your final grade. Students absent from class for any reason is still responsible for all work missed. Instructor has the right to determine what work may be made up or assign alternate requirements. Points will be deducted from your final grade for leaving early or arriving late.

IX. New Mexico Initial Licensure Requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
- Provide evidence of the initial teacher assessment required by the State of New Mexico: Essential Academic skill/teacher Skill Assessment **within the first semester of enrollment in the program.** Failure to take/pass the exam will prevent enrollment in future ALP classes.
• Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent any application form consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (subtests I and II)
   c. Essential components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Description: This course provides information related to standards and practices that promote children’s physical and mental well-being, sound nutritional practices and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children’s total development, healthy nutrition, physical activity, and rest.

XI. Course Objectives:
Upon completion of this course, students will be able to demonstrate the following competencies, as provided by the NM PED Common core Competencies for early childhood professionals;

XII. NM Teacher Competencies and Assignments:
NNMC college of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern college of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

1. B1. Recognize and respond to each child’s physical health, intellectual, and emotional well-being, and nutritional and safety needs.
   a. Identify and discuss individual physical, intellectual, mental health, nutritional, and safety needs of infants, toddlers, preschoolers, and school-age children, such as allergies, special diets, medications, differing abilities, and specific medical conditions.
b. Identify and develop strategies and activities with children that promote physical, intellectual and emotional well-being.

c. Identify and develop strategies that foster caring relationships between children and others to promote well-being.

d. Conduct health, and safety assessments of children and the environment.

e. Identify and develop strategies that foster caring relationships between children and others to promote well-being.

2. B2. Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially, and emotionally).

   a. Describe the major health and safety requirement of the New Mexico Child Care Licensing regulations.
   
   b. Identify potential indoor/outdoor environments' hazards and risks, and take corrective measures to ensure children’s safety.
   
   c. Identify effective ways to establish and maintain expectations for behavior which creates safe environments.
   
   d. Describe, design indoor/outdoor learning environments that are free of hazards/risks.
   
   e. Identify strategies for effective supervision of children in indoor/outdoor learning environments.

3. B3 Use appropriate health appraisal and management procedures, and make referrals when necessary.

   a. Identify activities and strategies that facilitate individual growth and development
   
   b. Describe appropriate responses to young children’s individual health needs by conducting regular health screenings and recordings growth and development on checklists.
   
   c. Identify appropriate resources for referral for a variety of conditions and situations.

4. B4 Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and in case of suspected abuse or neglect, reporting to designated authorities.

   a. Discuss signs of emotional distress, child abuse, and neglect in children.
   
   b. Describe all state, local, and program reporting procedures
   
   c. Describe the importance of recognizing and reporting signs of emotional distress, child abuse and neglect to families, administrators, and colleagues.
   
   d. Identify resources that address problems of emotional distress, child abuse, and neglect in young children.
5. B5 Establish an environment that provides opportunities and reinforcement for children’s practice of healthy behaviors that promote appropriate nutrient, and physical and psychological well-being.
   a. Design practices that lead to healthy behaviors through daily routines that include hand washing, toileting procedures, nose-wiping, rest/sleep time, active movement, and healthy snacks/meals.
   b. Model practices that promote healthy behaviors.

6. B6 Provide and assure a consistent daily schedule for meals, rest, and sleep, as developmentally appropriate.
   a. Identify requirements for sleep and rest.
   b. Describe the requirements of the Child & Adult Food Care Program.
   c. Identify ways to encourage young children to rest/sleep and to awaken gently.

7. B7 Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.
   a. Design health care and nutrition activities that are developmentally appropriate and that are relevant to the diverse cultures in New Mexico.
   b. Identify strategies to collaborate with families in promoting culturally appropriate health and nutrition practices for young children.

8. B8 Assist young children and their families, as individually appropriate, in developing decision making and interpersonal skills that enable them to make healthy choices and establish health promoting behaviors.

XIII. Assignment Descriptions/ Assessment Criteria:

1. Analysis of Situations: Weekly during the quarter you will be given situations to analyze. For each situation you need to write up a summary of what was done wrong and what you would have done differently if you had been in the situation. Your response should be at least one paragraph, but no longer than one page. These assignments should be typed. There will be 7 situations worth 10 points each. Total 70 points.

2. Procedures Notebook: You will need to write procedures for how the following issues can be dealt with in a child care center environment;
   a. Precautions to take in preventing the spread of communicable diseases (to include, recognition of early symptoms, hand washing requirements for children and staff, universal precautions, & exclusion policy)
b. Maintaining health and immunizations records (to include information required for centers to keep on record and procedures for keeping the records up-to-date)

c. Administering prescribed medications (to include procedure for parent permission, storage, administering, and record keeping)

d. Indoor and outdoor safety checks (to include indoor and outdoor safety checks, ratio information, and playground safety and supervision issues)

e. Emergency drills (to include fire and tornado drill procedures, how do you prepare the children, how often are drills, supplies recommended, procedure for contacting parents in the case of an actually emergency, and preparation of classrooms for an emergency)

f. Transportation safety (to include safety restraint requirements when transporting a child or children and arrival/departure/loading/unloading procedures)

g. Reporting accidents, injuries, and illnesses (to include non-life threatening and life-threatening, parent contact procedures, and record keeping)

h. Reporting abuse and neglect (to include reporting requirements, record keeping, and techniques for working with abused and neglected children)

i. Serving meals and snacks (to include the responsibilities of the children and teachers during meals, procedures for serving, and one week menu example)

j. Introducing health and safety activities to children (how can teacher incorporate developmentally appropriate health and safety activities into their classrooms)

To develop your procedures, you need to review the child care center rules and regulations to find out what is required by law and review the recommendations from the text, notes, and class discussions. Each section will be discussed in detail when relevant to the class discussion. To complete this assignment, you can take the perspective of being an advisor for a child care center and trying to inform the center of what is best practices in each of the specified areas. This assignment should be typed. This assignment is worth 200 points. Each section is worth 20 points. Please refer to the schedule for the due date of this assignment.

3. **NM CYFD Licensing Regulations for Centers Exam**: The NM CYFD Licensing Regulations for Child Care Centers is required reading for this class. These regulations may be found online. Toward the end of the class you will be tested over your reading and understanding of these rules and regulations. The rules and regulations will also be referred to several times in the class notes. This exam is worth 100 points. There will be a review for this exam. The review will be student-directed and guided. The quality of the review sessions depend on your questions and
concerns. The exam will consist of a mixture of multiple choice, true/false, matching, and short answer.

4. **Current Events (Due each week):** You will need to bring in a current event about child health, safety, and nutrition and attach the article to an 8 x 11 inch piece of paper and write a few comments of your own about the article (what did you learn from the article, what ideas did it give you, what safety issues did it address? We will share these articles in class each week orally. Articles are due each class period for a total of 7 articles, worth 10 points each. You may not turn the articles in late. Total of 70 points.

5. **Healthy Snack Lesson plan and Presentation:** Each student is responsible for creating a lesson plan that will include planning for a healthy snack with young children. The lesson must involve child participation written in detail on the plan. The presentation of the lesson will include enough food for each student to taste, along with copies of the lesson plan (to be provided to the instructor the session prior to the assignment’s due date). Assignment is worth 25 points.

6. **Weekly Menu Plan:** Each student will plan the lunch and snack menu for children ages 3-5 for one month. Students must follow the Child and Adult Care Food Program requirements. Each snack/lunch item must include the amount to be served. The assignment is worth 50 points.

7. **Playground Analysis:** Each student will be responsible for visiting a playground at a neighborhood park, preschool, or day care center, and analyze the environment for safety. What ages of children does this playground serve? Is the environment safe for young children? Does the playground meet CYFD Licensing Standards for outdoor environments? What is the fall height of equipment and depth of absorbing materials beneath them? Are there any pieces of equipment that are designed and safe enough for the very young? Are their swings constructed appropriately for safety? Are there fences surrounding the area? Is all of the equipment in working order or is it “run down and out of commission”? Are there any small slides? Is there a sandbox area? Sketch the layout and include a 2 page write-up of your findings and recommendations. You may include a re-sketch as extra credit. This assignment is worth 25 points.
Point Distribution of Exams and Assignments:

<table>
<thead>
<tr>
<th>CLASSROOM ACTIVITY</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Situations</td>
<td>70 points</td>
<td></td>
</tr>
<tr>
<td>Procedures Notebook</td>
<td>200 points</td>
<td></td>
</tr>
<tr>
<td>NM CYFD Licensing Regulations for Centers Exam</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Current Events (Due each week)</td>
<td>70 points</td>
<td></td>
</tr>
<tr>
<td>Healthy Snack Lesson plan and Presentation</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Weekly Menu Plan</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Playground Analysis</td>
<td>25 points</td>
<td></td>
</tr>
</tbody>
</table>

ASSIGNMENTS
Formative evaluation measures will be used to determine the most beneficial assignments for students. A total of 6000 points will be awarded.

QUIZZES
If students are not prepared for class by reading the assigned chapters, a pop quiz will be given at the discretion of the instructor. The overall point system will be modified and adjusted accordingly.

XIV. Internet sites or databases:

XV. Late Work must have prior authorization from the instructor. Points will be deducted for all late assignments.

XVI. Students with Disabilities:

Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.
XVII. NNMC Incomplete Policy:

The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale: Total Points 540, Attendance and Participation 60 = 600 Points

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
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<tbody>
<tr>
<td>A = 90-100%</td>
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<tr>
<td>B = 80-89%</td>
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<tr>
<td>C = 70-79%</td>
</tr>
<tr>
<td>D = 60-69%</td>
</tr>
<tr>
<td>F = less than 60%</td>
</tr>
</tbody>
</table>

XX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
CLASS REQUIREMENTS
All students will be required to conform to the following policies:

1. Attend class and be an active participant in all class sessions.
2. Collaboratively work with other students in group activities.
3. Turn in assignments on time. Late assignments, if accepted, will receive a lower grade.
4. Assignments will be professionally presented. They will be clearly written, typed and free of mechanical errors (e.g., grammar, punctuation, spelling, etc.)

CLASSROOM POLICY NOTES

1. An attendance sign-in sheet will be provided at the beginning of each class. If you arrive late it is your responsibility to ensure your signature is on it. Successful completion of this course is contingent upon your presence. If you are absent, it is your responsibility to get lecture notes from another student.
2. If for any reason you need to leave class early, let the instructor know. Write your time of departure on the attendance sheet next to your signature when you sign in.
3. Inform the instructor if an emergency or family crisis arises prior to class.
4. The instructor is available to respond to your questions about assignments. Please try to ask days in advance before the assignment is due.
5. Treat your instructor and peers with respect. Avoid behavior that is distracting or rude. Refrain from holding personal conversations during lectures and classroom activities.
6. Turn off all cell phones. If you are expecting an emergency phone call, inform the instructor before class. Place your phone on vibrate, and step out of the classroom to answer the call.
7. Texting in class will not be tolerated. This behavior is rude towards your instructor as well as your classmates.
8. Use the syllabus as a reference and refer to it on a weekly basis to ensure you do not forget an assignment. It provides you with information which will help you be successful.
<table>
<thead>
<tr>
<th>SESSION DATE</th>
<th>TOPIC</th>
<th>NM Teacher Competency</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 22 &amp; Feb. 5</td>
<td>Overview of class /Overview Introductions, Interrelationship of health safety and nutrition, Confidentiality Policies and Procedures of the Childcare Facility, Infant Care: A Growing Need/SIDS</td>
<td>B1</td>
<td>Homework/Lab: SIDS online training, Current Event, Analysis of Situation</td>
</tr>
<tr>
<td>March 12</td>
<td>Culturally Sensitive Menu Planning, Planning for Food Allergies, Meal Service Roles, Snack Presentations</td>
<td>B7</td>
<td>Current Event, Analysis of Situation, Weekly Menu Plan Due Readings for next week: pgs. 177-188</td>
</tr>
<tr>
<td>March 16-22</td>
<td>Spring Break</td>
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<tr>
<td>Date Range</td>
<td>Topic</td>
<td>Section(s)</td>
<td>Notes</td>
</tr>
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<tr>
<td>April 9 &amp; April 16</td>
<td>Child Abuse and Neglect. Reporting, Identifying, Immunizations and Communicable Diseases Comparison of HIS and CYFD regulations</td>
<td>B3, B4</td>
<td>Current Event, Analysis of Situation Readings for next week: page 193-201</td>
</tr>
<tr>
<td>April 23 &amp; April 30</td>
<td>Community Resources</td>
<td>B4</td>
<td>Current Event, Analysis of Situation Readings for next week: Policies and Procedures Due</td>
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<tr>
<td>May 7</td>
<td></td>
<td></td>
<td>Current Event, Analysis of Situation Final Exam</td>
</tr>
</tbody>
</table>
ECE 222: Class Assignments

1) **Chapter reflection guidelines:** Each chapter reflection is due the week after the chapter is assigned. Your 1-2 page Ch. Reflection should be typed and be guided by the following questions:

   *What stood out for you in this chapter or article? In what ways does the content of this chapter connect to your current or future work with young children or your own upbringing? What further questions do you have?*

2) Bring a multicultural book to class often to share with the class.

3) Assignments are in addition to your chapter reflection.

   **Assignment 1:** Review one of the Helpful Websites listed on page 68 and present it to the class via the Smartboard. Due 2/11/15

   **Assignment 2:** Bring a multicultural book to class and demonstrate how you can use the book to engage students in speaking and listening activities. **Due 2/25/15**

   **Assignment 3- Midterm project:** Choose a New Mexico author of children’s literature. Write a 4-5 page essay about the author highlighting their background, the books they have written, and how you can use one or more of the author's books in an early childhood classroom. Be sure and include for each book at least five “spin off” literacy development activities. Present your books or books and an example of the related activities in class. Use ideas from Chapter 8! The presentations and essay are **due on 3/11/15**

   **Assignment 4:** Create a plan for partnering with family and community members to promote early literacy. 2-3 pages. Choose your format. **Due on**

   **Assignment 5- Final Project: Objective:** Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level by:

   1. Writing a five page paper (outlined below)
      a) Identify the multiple factors impacting language development. (one page)
      b) Describe the sequence of language development and how it is assessed. (one page)
      c) Develop an understanding of the relationship between communication and emergent literacy. (one page)
      d) Identify and discuss emergent reading and writing skills for all children. (one page)
      e) Chart the continuum of emergent literacy. (one page or poster)

   2) **Planning and demonstrating** two activities that facilitate the development of emergent literacy skills.
ECE Introduction to Language Literacy and Reading

**DISPOSITIONS**
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

**KNOWLEDGE PRINCIPLES**

1. **Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching:** The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. **Learning:** The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism:** The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity:** The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

**SKILLS**

1. Utilization of technology-based tools to support student learning.
2. Utilization of Planning and Assessment tools.

Northern New Mexico College
College of Education
ECE 222
KNOWLEDGE PRINCIPLE

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills, and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions, and readings.

I. Credit Hours: 3
II. Semester: Spring, 2015
III. Course: ECE 222: Intro to Language, Literacy, and Reading
IV. Course Time and Place: TEC 208, Wednesdays, 5:00 – 7:30 pm, January 21 – May 15th

V. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcia Brenden, PhD</td>
<td><a href="mailto:mbrenden@nnmc.edu">mbrenden@nnmc.edu</a></td>
<td>By appointment</td>
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<td>wk:505426-2272/cell</td>
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<td>690-1683-</td>
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</tbody>
</table>

VI. Required Texts:

*Early Literacy in Preschool and Kindergarten: A Multicultural Approach*
(Beaty & Pratt, 2011)

Scholarly Articles as assigned

VII. Course Description

This course is designed to prepare early childhood professionals for promoting children’s emergent literacy and reading development in preschool and kindergarten. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children’s oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children using multicultural children’s literature to engage all children. Also instructional approaches and research-based strategies that support the emergent literacy and reading skills of native speakers and English learners will be presented.

VIII. Competencies and Course Goals/Objectives

This course is part of the articulated Universal Catalog of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico Public Education Department’s Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies, at the established levels of proficiency:
A7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
   a. Describe the relationship between children’s language development and cognitive, social, and emotional development.
   b. Use observations of language expressed by infants, toddlers, preschoolers, and school-age children to plan cognitive, social, and emotional development activities.
   c. Identify and develop language-based activities that support cognitive, social, and emotional growth and development.

A8. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.
   a) Use observations and describe the language of infants, toddlers, preschoolers, and school-age children in the context of family and culture.
   b) Describe the relationship between language development and cognitive development.
   c) Demonstrate knowledge of language and literacy development.
   d) Develop activities that promote development of language and literacy in the context of the family and culture.

A9. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.
   a) Observe and identify how children develop and use communication strategies to meet their needs.
   b) Describe how adults support the child’s use of verbal, non-verbal, and alternative means of communication.
   c) Describe the theoretical foundations related to the acquisition and use of verbal, non-verbal, and alternative means of communication.
   d) Identify appropriate strategies to respond to children’s communication cues.

C8. Develop partnerships with family members to promote early literacy in the home.
   a) Identify ways to communicate with families about the importance of emergent literacy activities in the home.
   b) Identify a variety of literacy materials suitable for use in the home.
   c) Identify ways to support families’ use of literacy materials with their children.
   d) Share community resources with families to promote literacy.

C10. Establish partnerships with community members in promoting literacy.
   a) Identify ways to develop partnerships with community members in promoting child and family literacy.
   b) Identify community-based literacy activities and events that may be integrated into the curriculum.

D4. Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level.
   a) Identify and discuss the multiple factors impacting language development.
   b) Describe the sequence of language development.
   c) Develop an understanding of the relationship between communication and emergent literacy.
   d) Identify and discuss emergent reading and writing skills for all children.
   e) Describe the continuum of emergent literacy.
   f) Plan and implement activities that facilitate the development of emergent literacy skills.

D7. Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum.
a) Identify a variety of anti-bias materials, literature, and experiences appropriate for young children.
b) Evaluate various early childhood materials, literature, and experiences that perpetuate bias or foster anti-bias.
c) Plan a curriculum that reflects and celebrates each child’s diversity.
d) Discuss the impact of bias on self-concept/esteem, educational success, aspirations and school/community participation.

E9. Create and manage a literacy-rich environment that is responsive to each child’s unique path of development.
   a) Observe and identify typical stages of oral language development of children and identify characteristics of language difference.
b) Describe individual children’s use of language in various settings.
c) Describe forms of symbolic representation.
d) Plan and implement a literacy-rich environment that encourages children’s use of language and other forms of symbolic representation.

E10. Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.
   a) Identify ways to interact with young children to facilitate the development of expressive language and thought.
b) Support young children’s expressive language development by interacting with them in ways that facilitate language development.
c) Implement a variety of learning strategies to facilitate expressive language and thought in young children.

E11. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills.
   a) Describe the developmental stages of reading and writing.
b) Describe strategies to support children’s reading and writing skills at each developmental level.
c) Plan and implement developmentally appropriate strategies to support children’s reading and writing skills.

IX. Attendance (measured by class sign-in sheets) and class participation: Regular attendance and participation are necessary. Students are responsible for the content of each class. Unexcused absences may result in lower grade;

X. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed: 1/21/15</td>
<td>Intro to course</td>
<td>A7, A8</td>
<td>Read Ch 1 in text. Chapter reflection: due next week.</td>
</tr>
<tr>
<td>Date</td>
<td>Chapter/Material</td>
<td>Assignments</td>
<td>Notes</td>
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<tr>
<td>Wed: 1/28/15</td>
<td>Ch. 1: Foundations of Early Literacy</td>
<td>Read Chapter 2 Chapter reflection due next week</td>
<td>K4, K7</td>
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<tr>
<td>Wed: 2/4/15</td>
<td>Ch 2: A Multicultural Perspective</td>
<td>Read Ch. 3: Chapter reflection and Assignment 1 due next week</td>
<td>K4, K7</td>
</tr>
<tr>
<td>Wed: 2/11/15</td>
<td>Ch 3: Language Emergence</td>
<td>Read Chapter 4 : Chapter reflection due next week</td>
<td>K4, K2, K6, D2</td>
</tr>
<tr>
<td>Wed: 2/18/15</td>
<td>Ch. 4: Music as a Natural Language</td>
<td>Read Ch. 5: Chapter reflection due next week and Assignment 2.</td>
<td>K4, K2, K6, K7, D2</td>
</tr>
<tr>
<td>Wed: 2/25/15</td>
<td>Ch. 5: Speaking and Listening</td>
<td>Present plan for midterm essays and presentation Assignment 3: Mid term essays and presentations due next week Assignment 4: Develop and present a plan to partner with family and community members to promote early literacy at home and the community. Due 3/25 NO CLASS</td>
<td>K3, K2, K1, K7, D2</td>
</tr>
<tr>
<td>Wed: 3/4/15</td>
<td>Discuss midterm essay and presentation requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed: 3/11/15</td>
<td>Mid Term essays and presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed: 3/18/15</td>
<td>Mid term Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed: 3/25/15</td>
<td>Partnering with Families and Communities</td>
<td>Read Chapter 6 and Article Chapter Reflection due</td>
<td>K3, K2, K1, K7, D2</td>
</tr>
<tr>
<td>Wed: 4/1/15</td>
<td>Ch. 6: Art as a Natural Language</td>
<td>Read Chapter 7 Chapter reflection due</td>
<td>K3, K2, K1, K7, D2</td>
</tr>
<tr>
<td>Wed: 4/8/15</td>
<td>Becoming a Writer</td>
<td>Read Chapter 8 Chapter reflection</td>
<td>K3, K2, K1, K7, D2</td>
</tr>
<tr>
<td>Wed: 4/15/15</td>
<td>Ch. 8: How Reading Emerges</td>
<td>Read Chapter 9 and 10 Chapter Reflections</td>
<td>K3, K2, K1, K7, D2</td>
</tr>
<tr>
<td>Wed: 4/22/15</td>
<td>Ch. 9: Home Book Experience Ch. 10 Becoming a Reader</td>
<td>Assignment 5: Final project – work on five page essay.</td>
<td>K3, K2, K1, K7, D2</td>
</tr>
<tr>
<td>Wed: 4/29/15</td>
<td>Literacy partnerships with families and community.</td>
<td>Final paper due next week</td>
<td>K9, K7</td>
</tr>
</tbody>
</table>
XI. Assessment Criteria:

This course is competency-based. Student competency will be evaluated through a variety of assignments. The assignments are listed on the attached Assignment Sheet.

- Attendance 20%
- Reflection Question responses due for each chapter 10%
- Mid-Term Exam/Project: 20%
- Final Project Essay 30%
- Final Project Activities presentation 10%

A+ 97-100%; A= 93-96%; A-= 90-92%; B+= 86-89%; B= 83-85%; B-= 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XII. Late Work: Will only be accepted with permission of the instructor.

XIII. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Special Needs liaison at NNMC is Ms. Rebecca Cabildo.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3 credits

II. Semester Taught: Spring 2015

III. Course Time and Place: Hybrid Course. Face to face meetings Jan 31\textsuperscript{st}; Feb 28\textsuperscript{th}; March 28\textsuperscript{th}; April 18\textsuperscript{th}; May 2\textsuperscript{nd}.

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information: 505-7475463; <a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a></th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rose Cavalcante</td>
<td><a href="mailto:jcavalcante@nnmc.edu">jcavalcante@nnmc.edu</a></td>
<td>TU 2-4; WED 3-4; TH – 2-4</td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings: NM Early Leaning Guidelines

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions. Missing one weekend face to face class may result in course failure to the discretion of the instructor.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description:

This course explores various theories of child guidance and the practical applications of each. It
provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach.

X. Course Objectives and Competencies

A.6 – Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political context for development and learning and recognize that children are best understood in the contexts of family, culture and society.
A.7 – Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
A.10 – Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.
A.11 - Use appropriate guidance to support the development of self-regulatory capacities in young children.

B.1 – Recognize and respond to each child’s physical health, intellectual and emotional well-being, and nutritional and safety needs.

C.1 - Demonstrate knowledge and skills in building positive, reciprocal relationships.
C.4 – Demonstrates knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child rearing practices.
C.7 – Demonstrate the ability to incorporate the families’ desires and goals for their children into classroom or intervention strategies.
E.3 – Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.
E.7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these perspectives to promote children’s development and learning.

F.9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning.

NNMC College Wide Goals

1) Communication
NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.
NNMC 1.b – Speak coherently and appropriately for various audiences and situations.
NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.

2) Critical Thinking
NNMC 2.a – Analyze and synthesize information
NNMC 2.d – Function as independent thinkers and as members of collaborative groups.

3) Cultural Competence
NNMC 3.a - Understand and appreciate cultural diversity

Revised August 15, 2014
4) Information Competency and Research

**NNMC 4.b** - Locate relevant information in printed and electronic from and credit it properly

**NNMC 4.e** – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

**NNMC 4.f** - Use the internet to communicate effectively through e-mail and other communication tools.

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**XI. Class Topics, NM Teacher Competencies and Assignments:**

NNMC College of Education program requirements are aligned to the New Mexico State Department of Education's Common Core Competencies for early childhood professionals and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Common Core Competencies for early childhood professionals</th>
<th>Assignment to Demonstrate Meeting the Competency/Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
<th>NNMC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to guidance</td>
<td>A7,A10, E3</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d; 4.f</td>
<td></td>
</tr>
<tr>
<td>01/31/15</td>
<td>Understanding challenging behaviors; family stressors that impact children’s behaviors</td>
<td>A7,A10, E3</td>
<td>Online discussion</td>
<td>2.a; 2.d;4.f</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Family Collaboration</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d;4.f</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Family Collaboration</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d;4.f</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Family Collaboration</td>
<td>C4,C7, A6</td>
<td>Parenting Training/Workshop</td>
<td>1.a; 1.b; 2.a; 3.a; 4.b; 4.e</td>
<td></td>
</tr>
<tr>
<td>02/28/15</td>
<td>Attachment, bonding and bonding relationships</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d;4.f</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Relationships with families; cultural and linguistic responsiveness in</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d;4.f</td>
<td></td>
</tr>
</tbody>
</table>
**XII. Assignment Descriptions/ Assessment Criteria:**

1) **CASE STUDY** – Observe a child/interacting playing with other children. Take detailed notes describing the environment, what the child (in objective terms) is doing; how others (peers and teachers) respond to his/her behavior, etc. Does the child exhibit any inappropriate behaviors? If so, focus on that particular behavior, such as, for example, did the child hit another child? Did the child refused to comply with teacher’s requests? Once you identified the “problem behavior” that needs to be changed, use the observation sheet provided to identify: 1) What happened just before the problem behavior/what triggered it? 2) What were the consequences of the behavior/what happened just after the behavior? After determining those factors, develop a plan, making recommendations for addressing the behavior. For example, do changes need to be made in the classroom environment? Do the adults need to change their responses to the behavior? Does the child lack socio-emotional skills to be successful? Make plan outlining how to help this child develop the needed skills.
and improve her behavior.

2) **PAPER AND POWER POINT PRESENTATION**
   You should choose a topic and write a 5 to 7 page paper on a TOPIC RELATED TO Early Childhood Guidance(suggestions are listed below). You should do the citations in the paper and write your reference page using APA style (go to Northern website, click on Library, click on find a journal article, click on APA Style). You should use at least two printed academic references (journal articles and book chapters).
   You should also prepare a power point presentation of your paper. The presentation should be 20 minutes long. Before submitting the final version of the paper you should visit NNMC Writing center. After reviewing their feedback you should then write the final draft of the paper. You should also submit the rough draft copy of the paper with the writing center stamp on it.

   **Topics’ Suggestion:**
   a. - Attachment
   b. - Discipline in early childhood
   c. - Parenting Training
   d. - Inclusive classroom environments in early childhood
   e. - Social-emotional learning
   f. - Behavior modification Principles

3) **Emotional-Learning lesson plan** – Write a lesson plan addressing social-emotional learning goals. You will present your lesson to the class as you were teaching a pre-K class. Bring all the materials you will need to teach your lesson (books, puppets, etc.). A list of resources online is provided for you online.

4) **Parent Presentation on positive discipline** – Research books and the internet for best parenting practices and resources. After that, prepare a 20 minute power point presentation for parents on how to deal with children’s inappropriate behaviors and discipline in a positive way.

5) **Weekly online discussions based on textbook readings and Early Learning Guidelines**

XIII. **Late Work:**
Your work is due on the date indicated on the syllabus.

XIV. **Students with Disabilities:**
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-
2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVI. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:
Weekly discussions- 30%
Paper and presentation – 20%
Case study – 20%
Emotional Learning Lesson plan – 15%
Parent Presentation – 15%

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XVIII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XIX. Online discussions guidelines
The on line discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content. Online discussions should be a learning experience for all students. Postings and replies should
be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard e mail and not posted on the discussion board.

XX. Cell phone policy

Use of cell phones is forbidden during face to face classes. Please turn it off when entering the classroom. Texting is also forbidden during class.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3
II. Semester Taught: Spring 2015
III. Course Time and Place: 4:00 pm to 6:30 pm. Education Building Room 201
IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Communication Information</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deirdra Montoya</td>
<td><a href="mailto:Deirdra.montoya@nnmc.edu">Deirdra.montoya@nnmc.edu</a></td>
<td>Upon Request</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings:
- New Mexico Early Learning Outcomes Birth through Kindergarten, July 2014

VII. E-Mail Requirement: all Students attending NMMC must use their NNMC e-mail account when communicating electronically about NNMC relates business. If you are having trouble please contact IR at 505-747-2259.

VIII. Attendance: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure Requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic skill/teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent any application form consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (subtests I and II)
   c. Essential components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Description:

XI. Course Objectives:
This course is designed to familiarize students with a variety of culturally appropriate assessment methods and instruments, including systematic observation. The course addresses the development and use of formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals, and families in the process.

XII. Class Topics. NM Teacher Competencies and Assignments:
NNMC college of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern college of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

1. Demonstrate knowledge of assessment and evaluation practices that are valid and appropriate.

2. Demonstrate knowledge of maintaining appropriate records of children’s development and behavior that safeguard confidentiality and privacy.

3. Demonstrate knowledge of the educator’s role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual Family Service Plans (IFSP), and Individual Education Plans (IEP).

4. Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning assessment outcomes.

5. Involve the family and as appropriate other team members in assessing the child’s development, strengths, and needs in order to set goals for the child.

6. Share assessment results as appropriate with families in clear supportive ways.

7. Involve all stakeholders in program evaluations.
8. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.

9. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

10. Use both self and collaborative evaluations as part of on-going program evaluation.

11. Using portfolio assessments
12. Linking assessment to curriculum and learning goals and objectives

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicted below. Every course in a candidates program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

College wide Student Learning Outcomes
1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means.
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.
4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
XIII. Assignment Descriptions/Assessment Criteria:

ECED 295 ASSIGNMENTS

Point Distribution of Exams and Assignments:

<table>
<thead>
<tr>
<th>CLASSROOM ACTIVITY</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (25 questions 2 points each)</td>
<td>50 points</td>
<td>A = 315 – 350</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B = 280 – 314</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C = 245 – 279</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = 210 – 244</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = less than 210</td>
</tr>
<tr>
<td>Exam 2 (25 questions 2 points each)</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Exam 3 (25 questions 2 points each)</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Consent Letter for Anecdotal Observation (assignment)</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Anecdotal Observation (assignment)</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Group Portfolio/Report (assignment)</td>
<td>75 points</td>
<td></td>
</tr>
<tr>
<td>Personal Portfolio / Presentation (assignment)</td>
<td>75 points</td>
<td></td>
</tr>
</tbody>
</table>

ASSIGNMENTS
Formative evaluation measures will be used to determine the most beneficial assignments for students. A total of 350 points will be awarded.

QUIZZES
If students are not prepared for class by reading the assigned chapters, a pop quiz will be given at the discretion of the instructor. The overall point system will be modified and adjusted accordingly.

EXAMS
Three exams will be given. The exams will be based on chapter readings, lecture content, and classroom activities. Formative evaluation measures will be used to determine the length and difficulty level of the exams.

ALL ASSIGNMENTS WILL BE TYPE WRITTEN AND WHEN POSSIBLE, IN APA STYLE

Anecdotal Observation
Choose a child between the ages of three and four. Observe the child for the given domain you will be assigned. The observation should be a minimum of 30 minutes. Document the date of the observation, the start time and end time. Refer to the child in your anecdotal recording in terms of the letter “p” (preschooler). Do not use the child’s name. Write down the child’s factual behavior recounting the event. Record the event in terms of where, who, and what is happening. A picture of the event will be attached. This assignment does not try to answer why a particular situation is happening. Have the child’s parent sign and date the consent letter prior to the observation. This assignment is worth 25 points.
Consent Letter for Anecdotal Recording  
Each student will write a consent letter to the guardian or parent(s) of the preschool child chosen for the anecdotal recording. This assignment will be graded for the following content: 1) formal letter format, 2) your name somewhere in the body of the letter, 3) describe the purpose of the portfolio assignment, 4) inform the parent or guardian that all info will be kept confidential, 5) let parent or guardian know that it may be used as part of your exit portfolio, 6) the child’s name will not be used, 7) request permission to observe, document data, and take photographs, 8) your signature appears on letter, 9) parent’s or guardian’s signature appears on the letter. This assignment is worth 25 points.

Group Portfolio  
All the anecdotal recordings will be compiled and copied. Each group consisting of two students will receive a copy/packet. As a group you will use the assigned pages from Gronlund & Engel’s text and develop a Focused Portfolio using the information from the anecdotal recordings/packet. The encasement of your portfolio will be personal preference, and creativity is encouraged. You will choose a child’s picture (yours or your partner’s preschooler) to use in your portfolio. A report will be attached and will include the following information: 1) child’s pseudo name which will begin with the letter “p”...the picture will help determine the sex and name of the child, 2) family background history, medical and educational history, 3) child’s strengths and weaknesses, 4) learning strategies, 5) thinking and learning processes, 6) learning modalities, 7) analysis of error patterns, qualitative and quantitative differences in development, 8) milestones accomplished, 9) progress made, 10) summary of findings, 11) recommendations to help the child in the future. The report will be a minimum of three complete pages. The final grade will be awarded as a team based on the content of the portfolio and the report. This assignment is worth 75 points.

Personal Portfolio / Presentation  
Each student will develop a portfolio system for systematic assessment and present it to the class. The portfolio should be developed for an early childhood program of your choice (birth to third grade). Only blank forms will be included in this activity. Failure to cite your sources will result in a grade of 0 points. You may only use one page from Gronlund’s text, and one page from the handouts you may receive. The rest of the pages will be developed by the student using the information learned in class. A detailed explanation of this assignment will be provided. This assignment is worth 75 points.

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

A. Required Professional Competency-Based Artifact Rubric

B. Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases:

XV. Late Work: Your work is due on the date indicated on the syllabus.

XIV. Students with Disabilities:

Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

V. NNMC Incomplete Policy:

The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

VI. Personal Responsibility:

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

VII. Grading Scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINT RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>315 – 350</td>
</tr>
<tr>
<td>B</td>
<td>280 – 314</td>
</tr>
<tr>
<td>C</td>
<td>245 – 279</td>
</tr>
<tr>
<td>D</td>
<td>210 – 244</td>
</tr>
<tr>
<td>F</td>
<td>less than 210</td>
</tr>
</tbody>
</table>

XX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not
resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.

CLASS REQUIREMENTS
   All students will be required to conform to the following policies:

   1. Attend class and be an active participant in all class sessions.
   2. Collaboratively work with other students in group activities.
   3. Turn in assignments on time. Late assignments, if accepted, will receive a lower grade.
   4. Assignments will be professionally presented. They will be clearly written, typed and free of mechanical errors (e.g., grammar, punctuation, spelling, etc.)

CLASSROOM POLICY NOTES

   1. An attendance sign-in sheet will be provided at the beginning of each class. If you arrive late it is your responsibility to ensure your signature is on it. Successful completion of this course is contingent upon your presence. If you are absent, it is your responsibility to get lecture notes from another student.

   2. If for any reason you need to leave class early, let the instructor know. Write your time of departure on the attendance sheet next to your signature when you sign in.

   3. Inform the instructor if an emergency or family crisis arises prior to class.

   4. The instructor is available to respond to your questions about assignments. Please try to ask days in advance before the assignment is due.

   5. Treat your instructor and peers with respect. Avoid behavior that is distracting or rude. Refrain from holding personal conversations during lectures and classroom activities.

   6. Turn off all cell phones. If you are expecting an emergency phone call, inform the instructor before class. Place your phone on vibrate, and step out of the classroom to answer the call.

   7. Texting in class will not be tolerated. This behavior is rude towards your instructor as well as your classmates.

   8. Use the syllabus as a reference and refer to it on a weekly basis to ensure you do not forget an assignment. It provides you with information which will help you be successful.
<table>
<thead>
<tr>
<th>SESSION DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 23</td>
<td>Overview of class /Overview of assignments / Assessment models / Professional Responsibility/ Assessment Vocabulary</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>Feb. 6</td>
<td>An overview of Assessment in Early Childhood The Focused Portfolios Process Class List Logs</td>
<td>Wortham Chapter 1 Gronlund Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Systematic Observation Using Work Samples / The Documentation Process Reviewing for Exam 1 / Anecdotal domains assigned</td>
<td>Wortham Chapter 3 Gronlund Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Feb. 27</td>
<td><strong>Exam 1:</strong> Wortham &amp; Gronlund / Lecture Notes ………………… Multiple Windows / Sources of Information Fitting Documentation Checklists / Work</td>
<td>Wortham Chapter 4 Gronlund Chapter 4</td>
<td>Anecdotal Observation Due</td>
</tr>
<tr>
<td>March 6</td>
<td>Recording Procedures Refining Anecdotal Observations Rating Scales</td>
<td>Wortham Chapter 5 Gronlund Chapter 5</td>
<td></td>
</tr>
<tr>
<td>March 13</td>
<td>Compiling and Summarizing Information Curriculum Planning Portfolios</td>
<td>Wortham Chapter 6 Gronlund Chapter 6</td>
<td></td>
</tr>
<tr>
<td>March 16-22</td>
<td>Spring Break…………………………………………………………………</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 27</td>
<td><strong>Exam 2:</strong> Wortham/Gronlund / Lecture Notes 4:00 to 5:00</td>
<td>5:00 to 7:00 / Plan on working on your group or individual portfolio. Come prepared with necessary materials / items.</td>
<td></td>
</tr>
<tr>
<td>April 3</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 10</td>
<td>Assessment Interpretation Cultural and Linguistic Factors Frequency Counts</td>
<td>Wortham Chapter 7 Gronlund Chapter 7</td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>Using Assessment Information Writing Behavioral Objectives IEP / IFSP</td>
<td>Wortham Chapter 8 Gronlund Chapter 8</td>
<td></td>
</tr>
<tr>
<td>April 24</td>
<td>Standardized Tests Brain Hemisphere Dominance Time Samples</td>
<td>Wortham Chapter 9 Gronlund Chapter 9</td>
<td>Group Portfolio Due</td>
</tr>
<tr>
<td>May 1</td>
<td>Reporting Assessment Results Preparing for Family Conferences Environmental Rating Scales</td>
<td>Wortham Chapter 10 Gronlund Chapter 10</td>
<td></td>
</tr>
<tr>
<td>May 8</td>
<td>Personal Portfolio Presentations</td>
<td>None</td>
<td>Individual Personal Portfolio Due</td>
</tr>
<tr>
<td>May 15</td>
<td><strong>Final Exam:</strong> Wortham &amp; Gronlund / Lecture Notes………………………</td>
<td></td>
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</tbody>
</table>
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours for ED201: 3; Credits for ED213: 1 credit

II. Semester Taught: Spring 2015

III. Course Time and Place: Tuesdays 4:00 to 6:30; TEC 112

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rose Chiovitti-Cavalcante</td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> (preferred) /and 7475463</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TU 2 -4 pm</td>
</tr>
<tr>
<td>W 3-4 pm</td>
</tr>
<tr>
<td>TH 2-4 pm</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: Additional materials, such as the Marzano Rubric, etc. may be found online on Blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Instructor will not communicate with students through their personal emails.

VIII. Attendance:
Attendance is required for all class sessions.
Attendance and active participation in classes will be expected since this class will be mostly discussion-based. Your participation in class is a positive disposition and it will be a demonstration of professional commitment. Also, research indicates that exposure to and active responding and processing of information during classes leads to a better long-term retention and application. Late arrivals and early departures to and from class will be considered as a missed class.

IX. Catalog Course Description:
ED201
This course introduces you to the basics of the teaching profession. It includes societal expectations of teachers, social problems which impact students, essential knowledge needed for teaching, recent reforms in education, historical
perspectives on education, the role of schools in today's society, school governance, and the legal and ethical issues in education. Further, you will be expected to begin to articulate your philosophy of education.

**Co-requisite:** ED213

**ED213**
You will do initial observations of classroom environments and determinations of what classroom teachers do. You will participate in seminars and observe 37.5 hours of classroom instruction in the field.

**Co-requisite:** ED 201

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**X. Course Objectives:**

Upon completion of the course, the students will:

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>CONCEPTUAL FRAMEWORK</th>
<th>NM COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be aware of and reflect upon their choice of education as their future profession</td>
<td>K 8</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>S 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D 3</td>
<td></td>
</tr>
<tr>
<td>2. Become familiar with the knowledge and competencies teachers need to have.</td>
<td>K 3, 9</td>
<td>K 2, 9, 12, 14</td>
</tr>
<tr>
<td></td>
<td>D 1, 3</td>
<td></td>
</tr>
<tr>
<td>3. Understand the nature and significance of effective management and organizational skills in the classroom.</td>
<td>K 6, 7</td>
<td>C 4, 7</td>
</tr>
<tr>
<td></td>
<td>S 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D 1, 3</td>
<td></td>
</tr>
<tr>
<td>4. Understand the nature of pluralistic classrooms and the impact of culture and society on school and education</td>
<td>K 2, 5, 7</td>
<td>F 1, 3, 5</td>
</tr>
<tr>
<td></td>
<td>D 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>5. Understand professional ethics, legal rights and responsibilities within the educational community.</td>
<td>3, 7, 9</td>
<td>A 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>D 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>6. Develop self awareness and recognize own motivations to choose teaching as a profession and establish personal/professional goals as a future teacher.</td>
<td>K 8</td>
<td>A 1, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>S 1</td>
<td></td>
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<tr>
<td></td>
<td>D 3</td>
<td></td>
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<tr>
<td>7. Begin to articulate their own philosophy of teaching based on sound educational principles.</td>
<td>K 8</td>
<td>A 1, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>S 1</td>
<td></td>
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<tr>
<td></td>
<td>D 3</td>
<td></td>
</tr>
<tr>
<td>8. Integrates technology into planned activities including software, applications, and other tools</td>
<td>S1</td>
<td>B7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E1a, E1d, E2a</td>
</tr>
</tbody>
</table>
NNMC College Wide Goals

1. Communication

**NNMC 1.a** – Express ideas coherently and persuasively through oral and written communication.

**NNMC 1.b** - Speak coherently and appropriately for various audiences and situations.

**NNMC 1.c** – Present ideas and information effectively for specific purposes through written statements.

2. Critical Thought

**NNMC 2.a** – Analyze and synthesize information

**NNMC 2.d** – Function as independent thinkers and as members of collaborative groups.

3. Cultural Competence

**NNMC 3.a** - Understand and appreciate cultural diversity

4. Information Competency and Research

**NNMC 4.b** - Locate relevant information in printed and electronic from and credit it properly

**NNMC 4.e** – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

**NNMC 4.f** - Use the internet to communicate effectively through e-mail and other communication tools.

XI. Class Topics, Schedule, Assignments, and NM Competencies

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and the College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition in the Conceptual Framework</th>
<th>NM teacher Competencies</th>
<th>NNMC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/21/15</td>
<td>Course Introduction Syllabus Presentation Field Placement Information</td>
<td></td>
<td></td>
<td></td>
<td>NNMC 4.f</td>
</tr>
<tr>
<td>01/27</td>
<td>The teaching profession Chapter 1</td>
<td>Worksheet chapter 1</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1,2, 3, 4, 5, 6, 7</td>
<td>NNMC 1.a; NNMC 1.c</td>
</tr>
<tr>
<td>02/03</td>
<td>Today’s teachers Chapter 2</td>
<td>Worksheet chapter 2</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7 C 4,7 K2, 9, 12 14</td>
<td>NNMC 1.a; NNMC 1.c; NNMC 2.a; NNMC 4.b</td>
</tr>
<tr>
<td>02/10</td>
<td>Today’s Schools Chapter 3</td>
<td>Worksheet chapter 3</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7 F 1,3,5</td>
<td>NNMC 1.a; NNMC 1.c; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td>02/17</td>
<td>NO CLASS</td>
<td></td>
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<tr>
<td>02/24</td>
<td>Philosophical foundations of education Chapter 4</td>
<td>Worksheet chapter 4</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
<td>NNMC 1.a; NNMC 1.c</td>
</tr>
<tr>
<td>03/03</td>
<td>Historical Foundations of Education Chapter 5</td>
<td>Worksheet chapter 5</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7 B 7 E1a, E1d, E2a K2</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Knowledge</td>
<td>Skill</td>
<td>Disposition</td>
</tr>
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<tr>
<td>03/10</td>
<td>School governance Chapter 6</td>
<td>Worksheet chapter 6, Paper Presentation: Indian Education in NM</td>
<td>Knowledge 8</td>
<td>Skill 1</td>
<td>Disposition 3</td>
</tr>
<tr>
<td>03/17</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>03/24</td>
<td>Ethical and Legal Issues Chapter 7</td>
<td>Worksheet on chapter 7, Paper Presentation: Problem and project-based education, DUE: Teacher’s Code of ethics</td>
<td>Knowledge 2, 5, 7, 8, 9</td>
<td>Skill 1</td>
<td>Disposition 1, 2, 3</td>
</tr>
<tr>
<td>03/31</td>
<td>Today’s students Chapter 8</td>
<td>Worksheet on chapter 8, Paper Presentation</td>
<td>Knowledge 2, 5, 7</td>
<td>Skill 1, 2</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignments</td>
<td></td>
<td></td>
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<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 04/07  | Today’s Students/Individual needs (special needs) Chapter 9               | - Field Reflection #2 DUE  
- Disposition 1, 2, 3  
- Knowledge 2, 5, 7  
- Skill 1, 2  
- Disposition 1, 2, 3  
- B 7, E 1a, 1d, E2a  
- F 1, 3, 5  
- K2  
- NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e |
| 04/14  | The classroom as a community Chapter 10                                    | - Worksheets on Chapter 10  
- Paper presentation: Cooperative Learning  
- Knowledge 2, 5, 7  
- Skill 1, 2  
- Dispositions 1, 2, 3  
- B 7, E 1a, 1d, E2a  
- F 1, 3, 5  
- K2  
- NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e |
| 04/21  | NO CLASS                                                                  |                                                                              |
| 04/28  | Integrating technology into teaching Chapter 12                            | - Worksheets on chapter 12  
- Paper  
- Knowledge 8  
- Skill 1  
- Disposition 3  
- A 1, 2, 3, 4  
- B 5, 6, 7  
- B7  
- E 1a, 1d, K2  
- NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e |
### Assignment Descriptions and Assessment Criteria for ED201:

#### A. Research Paper and Power Point Presentation

You should choose a topic and write a 5 to 8 page paper on the subject. You need to use at least two presentations:

- Technology in the Classrooms
- Philosophy of Education

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Due Date</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/05</td>
<td>Curriculum, Standards and Learning Chapter 11</td>
<td>2a K2</td>
<td>NNMC 4.f</td>
</tr>
<tr>
<td></td>
<td>Worksheet on chapter 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paper Standards-based education – Common Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05/12</td>
<td>Becoming a professional teacher Chapter 13</td>
<td>All</td>
<td>NNMC 1.a; NNMC 1.b;</td>
</tr>
<tr>
<td></td>
<td>Worksheet on chapter 13</td>
<td></td>
<td>NNMC 1.c; NNMC 2.a;</td>
</tr>
<tr>
<td></td>
<td>DUE: Field Reflection # 3</td>
<td>B7, E1a,</td>
<td>NNMC 2.d; NNMC 4.b;</td>
</tr>
<tr>
<td></td>
<td>DUE: Field Experience Journal</td>
<td>E1d, E2a</td>
<td>NNMC 4.e</td>
</tr>
<tr>
<td></td>
<td>DUE: Research paper</td>
<td>K2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DUE: Teacher interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DUE: Log sheet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
printed academic references (academic journal articles and/or books) and no more than 2 internet site references. The paper should be written using APA style (an APA guide will be provided to students online on Blackboard). You should also prepare a power point presentation of your paper. The presentation should be 15-20 minutes long. A good presentation do not consist of only reading the transparencies. You should demonstrate knowledge of the topic, answering classmates questions and commenting on the slides. Guidelines on how to prepare a good power point presentation will also be provided to students online on Blackboard.

The final product will consist of (and you should turn in):

1) A 5 to 8 pages written paper (APA style).
2) The draft of your paper with a Writing Center stamp on it.
3) A power point presentation to the class with hand-outs to your classmates (include among other useful things your references in the hand-out so your classmates can further read on the topic if they wish to do so).

The paper and the presentation will be graded using a rubric provided online on Blackboard.

* Since the grammar, the spelling, and the presentation parts of your paper are very important, you should make at least one visit to the Writing center. When you go there, take the rubric with you so they will know what the paper should look like and will be able to better help you. When you turn in your paper, you should submit to the instructor also your paper draft with a stamp and signature from the writing center tutor.

B.LIBRARY VISIT REPORT – You will visit the NNMC library at a time of your choice (call the library first to schedule your visit). When you get there, you should ask a librarian to show you all the resources available for you to conduct an appropriate research to write an academic paper in EDUCATION. The library, in addition to books, has several education and psychology databases where you can find academic articles for your papers. Ask the librarian to show you how to use the databases. After the visit you will write a 1 to 2 page report (typed – 1.5 spaced) reflecting on what you have learned. List the resources that are available to you at the library and discuss how they can increase your knowledge and depth of education topics and also how you intend to use those resources as a student and afterwards as a life-long learner. Your report will be graded based on the following:

- Demonstrates knowledge of the resources available.
- Demonstrates knowledge of how to use the research databases.
- Reflects on how those resources can help as a student and future teacher.

* If you have taken the “library” class already, please talk with the instructor to see if the visit can be waived.

C.EDUCATIONAL AUTOBIOGRAPHY - You will write an autobiography reflecting on the facts, people, situations, etc. that have influenced you in the direction of becoming a teacher. Some of the questions that should guide our thinking as you write it are:

- Why do I want to become a teacher?
- What teacher(s) had the greatest impact on me?
- What were some of my experiences at school?
- How were my emotional reactions to teachers that either ridiculed,
motivated, or elevated me?
- What kind of teacher I want to be?

Your educational autobiography should be at least 3 to 4 pages long (1.5 space, size 12) and it will be graded according to the rubric provided online on Blackboard.

D. NM PED site visit report - You will visit the New Mexico Public Education Department Webpage (www.ped.state.nm.us) and browse the different sections of the page, the links, etc. Go to directory A to Z and look at the different topics addressed. Choose one topic to read and learn in more depth. Write a report of your visit. The report should be 2 to 3 pages long (1.5 space and size 12) and demonstrate:

- Knowledge of the main contents of the PED Home Page.
- What have you learned about the specific topic you chose to read more about (be prepared to share this good information with the class!).
- How this site can be helpful to you as you seek your licensure and as a future teacher (be specific and give examples).

The paper will be graded according to a rubric provided online on Blackboard.

E. CHAPTER’S WORKSHEETS - As you read the text book you will be required to complete a Reflection Worksheet on the chapter you read during that week. Each Reflection worksheet is divided in 3 parts: 1) Summary - consists of a short summary of the chapter’s content (2 or 3 paragraphs). 2) Comments - You should include some personal and relevant comments and reflections about the chapter (which you will share with the class in our discussions) and 3) Questions: At least 2 questions about the content of the chapter, for example, things that you did not understand or things you would like to discuss further in class. The main purpose of this reflection worksheet is to provide content for our weekly discussions. So come ready to share your insights and questions. Come ready to talk! Since you will use the worksheets as a reference for your participation in the class, those will only be collected by the instructor at the end of each class, and will not be accepted after the due date, unless you were absent that day.

F. CODE OF ETHICS – You will visit the NM PED website and get familiar with the Teacher code of ethics (www.nmcp.state.nm.us/NMAC/parts/title06/06.060.0009.htm). Based on it, you will develop your own set of ethical principles. You should not only list the most important principles for you but give the reasons of why they are important (your own values) and for your future practice as a teacher. Your personal Code of Ethics should be 2 to 3 pages long (1.5 spaced and 12 size) and reflect sound knowledge of the State’s Code of Ethics and be strongly value-based.

The Code of Ethics will be graded according to a rubric provided online on Blackboard. You will review this code of ethics when you do your student teaching at the end of the program.

G. TEACHER INTERVIEW: While you are in the schools doing your field experience, you should schedule a time with your mentor teacher for an interview. Your interview should be semi-structured, that is, you will have some questions given to you to start (see the questions below) but you can expand and add your own questions if you wish to do so. Your goal is to learn:
- What are the reasons that led him/her to choose teaching as a profession?
- What are the biggest challenges of being a teacher?
- What are the best rewards for being a teacher?
- What advice she/he would give to a beginner teacher?
- What does he/she recommends to someone who wants to be a very good teacher?

You should transcribe the interview in full (do not forget to have the mentor teacher sign a permission form to be interviewed. In that form you should state that the information will only be used in and for this class).
You should also write a one page reflection on what you have learned in the interview and how you can use that information to help you as an education student and as a future teacher.

H. Field Reflections #1,2 and 3 – You will write 3 reflections about your field experience using the “Marzano” rubric provided online.

I. PHILOSOPHY OF EDUCATION – Based on the readings and class discussions, you will write a 2 page personal philosophy of education stating what you believe is education, teaching, and learning and what you think your role will be as a teacher. You will review this philosophy of education when you do your student teaching at the end of the program.

* As you have noticed, this course will demand a significant amount of writing. Each writing piece will be graded considering also your neatness, presentation, spelling and grammar. So, use and abuse of the Writing Center! Every time you feel that your writing needs improvement, go there and get some help!

ED201
1. Code of Ethics (15%)
2. Educational autobiography (10%)
3. Library Visit Report (5%)
4. Chapters’ Worksheets (25%)
5. Philosophy of education (10%)
6. Research Paper/presentation (25%)
7. NM PED site visit report (10%)

ED213
1. Teacher Interview = 25%
2. Field reflections (1, 2 and 3) = 30%
3. Log sheet, Journal, and dispositions’ checklist = 45%

* Assignments turned in after the due date listed above will suffer deduction of points to the discretion of the instructor

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%
### A.) Required Professional Competency-Based Artifact Rubric

**Teacher Code of Ethics**

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<tr>
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<th>4</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Sequence of ideas is very hard to follow</td>
<td>Reader has difficulty following because writer jumps around.</td>
<td>Writer presents information in logical sequence which reader can follow.</td>
<td>Ideas are presented in logical, and interesting way.</td>
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<tr>
<td><strong>Content and knowledge</strong></td>
<td>Candidate does not demonstrate sound knowledge of NM Teacher Code of Ethics and is not clear about his/her own personal values.</td>
<td>Candidate has some knowledge of NM Teacher Code of Ethics but has difficulty articulating his/her own personal values.</td>
<td>Candidate has good knowledge of NM Teacher Code of Ethics but has some difficulty articulating it with his/her own personal values. Some discussion on how he/she intends to apply it in their future practice is present.</td>
<td>Candidate demonstrates sound knowledge of NM Teacher Code of Ethics and articulates it well with his/her own values, reflecting on how those are important for his/her future practice as a teacher.</td>
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<tr>
<td><strong>Grammar &amp; Spelling</strong></td>
<td>Work has many spelling and grammatical errors.</td>
<td>Paper has 3 or 4 misspellings and grammatical errors.</td>
<td>Paper has no more than 2 misspellings and grammatical errors.</td>
<td>Paper has no misspellings or grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>

**Total**

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**XIII. Internet sites or databases/Resources**

http://www.sde.state.nm.us
Other resources for the class can be found online on Blackboard.

XIV. Late Work:
Your work is due on the date indicated on the syllabus. If you need to turn in your work a little later, please contact the instructor before the due date to explain your situation. The instructor will have the discretion to accept or not the late work. Be aware, however, that all work turned in late will have a deduction of points to the discretion of the instructor. Late work will not be accepted after two weeks of the due date.
Also, you will not be able to present the power point of your paper on a different date than that established in the syllabus. You will receive a grade of ZERO for the presentation if you do not present at the pre-determined date.

XV. Students with Disabilities
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XV. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XX. Cell phone policy

IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING). Using cell phones during class reflects lack of respect with your instructor and classmates.
After entering the classroom put your cell phone in a vibrating mode or turn it off. If you absolutely need to take a call, step out of the classroom to do so. Texting in class is forbidden in any circumstances.

XXI. Complaints policy

The COE follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain and so on. Trying to handle complaints by going straight to the highest authority is not usually well accepted in the COE. To a more complete description of the process, see NNMC and COE student handbooks.

XXII. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

• Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
• Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam
will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

ED 220

Whenever education takes place, formally or informally, psychology is involved. The science of psychology examines human cognition, emotion, and development. Educational psychology, in particular is concerned with:

- Understanding the process of teaching and learning;
- Helping teachers understand that learning takes place as an interaction of social, emotional, developmental, and cognitive forces.
- Helping teachers to develop ways to improve the effectiveness of teaching, learning, and assessment procedures through consistent reflections on classroom behavior/activities.

I. Credit Hours: 3

II. Semester Taught: SPRING 2015

III. Course Time and Place: TEC 208 – TH 4:00-6:30

IV. Instructor Information:

| Instructor: ROSE CHIOVITTI-CAVALCANTE | Communication Information: rcavalcante@nnmc.edu 747-5463 | Office Hours: TU 2-4 PM TH 2:00-4:00 PM W 3:00-4:00 |

V. Required Text:

VI. Required Materials or Readings: If needed, additional material may be posted online on blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. Your instructor is only allowed to communicate with you through your NNMC email. You are having trouble please contact IT at 505-747-2259. You are encouraged to log in to your NNMC email frequently, since this will be the main vehicle of communication for this class.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Revised July 3, 2014
IX. Catalog Course Description:

This class introduces you to psychological principles as they apply to teaching and learning. You will examine the relationships between theory, research, and practice in learning, memory, child development, motivation, and educational assessment for the school setting. You will address cognitive, linguistic, affective, and social development, with particular attention to the K-8 learner. Emphasis is on the integration of theory and practice, with numerous classroom applications of psychological theories and principles.

As seen in our conceptual framework represented by the Vallero Star, it’s not our intent to form technicians who depend on various “bags of teaching tricks”. Rather, we intend to develop professionals who possess a foundation of knowledge in the area of human learning, motivation, development, and assessment. This foundation will prepare professionals who will make more sophisticated decisions in the field. This course will help you to develop that foundation. Application of what is learned in this course can only help you to transition into the teacher you wish to become.

In addition, the goals of this course are to help future teachers to learn, understand, and use the information generated by educational psychology researchers in their professional lives.

X. Course Objectives:

Upon completing this course, the student will:

- Define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theories believe influence the learning process, giving specific examples of how these principles could be used in the classroom.
- Apply psychological principles and theories within actual or simulated educational contexts.
- Use major concepts of child and adolescent development, human learning, and social and cultural influences in planning and implementing classroom instruction, strategies, and management.
- Identify and analyze the implications of the various developmental and learning theories for models of instruction, decisions about teaching strategies and the selection of materials, and the role of the teacher in the learning process.

NM Entry Level Teacher goals

A. Professionalism – A1, A2, A3, and A8
B. Instructional Planning and Implementation – B1, B2, B3, B4, and B8
C. Classroom Management – C3, C4, C5, C7, C10, and C11
D. Assessment – D6, and D9
E. Technology – E1a, E1d, E2a, and E3e
F. Diversity – F1, F2, F3, and F6
G. Family and Community – G2, G3, and G5
H. Inclusion – H2, H8, H9, and H11
I. Development of Student – I1, I2, and I3
K. Communication – K2, K3

NNMC College Wide Goals

1) Communication

NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.
NNMC 1.b - Speak coherently and appropriately for various audiences and situations.

NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.

2) Critical Thinking
NNMC 2.a – Analyze and synthesize information

NNMC 2.d – Function as independent thinkers and as members of collaborative groups.

3) Cultural Competence
NNMC 3.a - Understand and appreciate cultural diversity

4) Information Competency and Research
NNMC 4.b - Locate relevant information in printed and electronic form and credit it properly

NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

NNMC 4.f - Use the internet to communicate effectively through e-mail and other communication tools.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Cluster and Modules</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
<th>NNMC goals</th>
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<tr>
<td>01/29</td>
<td>Course/Syllabus Presentation Understanding how to use the case-study approach</td>
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<td>NNMC 3.a ; NNMC 4.f</td>
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<td>02/05</td>
<td>INTRODUCTION to Ed Psych The importance of Ed Psych - Module 1</td>
<td>A-1,2,3,8 B-1,2,3,4,8 C-3, 4, 5, 7, 10,11 D9 E – 1d</td>
<td>F-1,2,3 G-2,3,5 H-2,8,9,11 I-1,2,3 K-2</td>
<td>Module 1 – Summary K 1, 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a;</td>
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<td>Contexts of development and Social Development Cluster One/modules 2</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td>K3</td>
<td>Module 2 and 3 Summaries K 4,7,8 D1,2,3</td>
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<td>02/26</td>
<td>Emotional and Moral Development</td>
<td>Cluster 1/modules 4 and 5</td>
<td>Case Study – Elementary</td>
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<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td>Modules 4 and 5 summary</td>
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<td>Case Study – Middle School</td>
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<td>Quizz#1</td>
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<td>Brain Development and</td>
<td>Cluster 2/Module 6 e 7</td>
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<td></td>
<td>Cognitive Development</td>
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<td>Module 6 and 7 Summaries</td>
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<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td>Case Study – Elementary</td>
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<td>MID TERM EXAM</td>
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<td>03/26</td>
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<td>Cluster 3/module 9</td>
<td>K4,7,8</td>
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<td>A 1, 8A, 8B, 8C; B1,2; C 5,10,11; D 9; F 1,3; E1a, E1d, E2a, E3d</td>
<td>D1,2,3</td>
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<td>G 3,5; H 9, I 1,2.</td>
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<td>D1,2,3 ; S 2</td>
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<td>H 9,11; I 1,2; K2</td>
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<td>Case Study – Elementary</td>
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<td>Hot Topic Presentation – Critical Thinking and Problem Solving (Mod 14)</td>
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<td>04/09</td>
<td>Cognitive Processing Theory</td>
<td>Cluster 3/Module 11</td>
<td>K2,3,4,7,8,9</td>
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<td>H 9,11; I 1,2; K3</td>
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<td>Hot Topic Presentation – Grouping Practices (Mod 21)</td>
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<td>S 1,2</td>
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<td>H 9,11; I 1,2; K3</td>
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<td>Cluster 5/Module 15 and 16</td>
<td>Case Study - Elementary Case Study – Middle School Quizz #4</td>
<td>D 1,2,3</td>
<td></td>
<td>NNMC 2.a; NNMC 2.d</td>
</tr>
<tr>
<td>04/23</td>
<td>Intelligence/Giftedness</td>
<td>Module 22 and 23 Summary</td>
<td>K 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
<td></td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e; NNMC 4.f</td>
</tr>
<tr>
<td>04/30</td>
<td>Cluster 7/Module 22 and 23</td>
<td>Module 24 Summary</td>
<td>K 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
<td></td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e; NNMC 4.f</td>
</tr>
<tr>
<td>04/30</td>
<td>Cognitive Disabilities</td>
<td>Hot Topic: Performance Assessment (module 28)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05/07</td>
<td>Cluster 7/Module 24</td>
<td>Module 25 Summary</td>
<td>K 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
<td></td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e; NNMC 4.f</td>
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<tr>
<td>05/07</td>
<td>Emotional and Behavioral Disabilities and FBA/BIP</td>
<td></td>
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<td></td>
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<td>05/14</td>
<td>Cluster 7/Module 25</td>
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<tr>
<td>05/14</td>
<td>Student presentations</td>
<td></td>
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</tbody>
</table>

**XII. Assignment Descriptions/ Assessment Criteria:**

1) **Research Paper/Hot Topic Presentation**

Revised July 3, 2014
You should prepare a research paper and a presentation about a given topic. The topics are listed above and correspond to chapters in your textbook. Your paper should be 7 pages long. The main reference for the paper is the textbook, however, you should also do some research and complement the textbook material with other sources such as academic journals, other books and internet materials (PS: be careful with the sites you use for finding the information. Give preference for sites of recognized professional associations such as NASP, AERA, ASCD, etc. You will be required to make a presentation of your paper. For that, you will develop a power point presentation. The presentation should NOT be shorter than 20 minutes nor longer than 30 minutes. Think more of this presentation as a lesson you will be teaching the class about the topic. Become an “expert” on the topic and teach it to your classmates. Online, in Blackboard, you will find guidelines on how to prepare and give a good presentation to the class.

2) Classroom Scenarios and Lesson Plans - You will develop two classroom scenarios: one that illustrates a constructivist classroom and one that illustrates a behaviorist classroom.
A) You will begin by delineating the major components that would be required to illustrate these two classroom scenarios from the different theoretical viewpoints. Start first with the behaviorist classroom and describe it with a lot of detail. Then, describe a constructivist classroom. For example, how would be the best physical arrangement for the behaviorist classroom? And for the constructivist classroom? What kinds of materials will be available for students in each classroom? How would you manage students’ behaviors in the two different classrooms (how would you use different discipline/classroom management methods)? What kind of instructional methods would you use in each classroom?

B) Next, you will develop two lesson plans using content/common core standard of your choice. You will write two lesson plans using the same content for both lessons, but different instructional approaches (one lesson will be planned and taught based on behaviorist principles of learning and the other on constructivist principles of learning). Write each one of your lessons using the College of Education Lesson Plan Template provided online on blackboard.

C) On a separate page, you should write an analysis of each lesson and scenario. The analysis should include a justification of why you chose to design your classrooms the way you did and why you chose the different instructional strategies for each lesson. The justification should be based on the main components of the behaviorist and constructivist theories. Do the same for both lessons.

D) You will choose one of the lessons and teach it to the class (It’s NOT a power point presentation on the topic! You should actually teach the lesson).

This assignment will be graded using the following criteria:
- Accuracy of major components for each classroom scenario
- Accurate justification/support of choices based on theory
- Connections between lesson plan and theory (this activity is included in the lesson because…)

Revised July 3, 2014
**CLASSROOM SCENARIOS - RUBRIC**

**Task Description:** The student will develop two classroom scenarios: one that illustrate a constructivist and another a behaviorist approach to education. The student will delineate the major components of the two classrooms. The student will also develop two lesson plans and write a theoretical analysis of the scenarios and lesson plans. The student will teach one of the lessons to the class.

**NM Competencies addressed:** A 1,2,3,8; B 1,2,3,4,8; C 3,4,5,10; D 1,5,9,13; F 1,2; G 2; H 2,8,11; and I 1,2,3.

This project also addresses the following course objectives:
- The student will define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theories believe influence the learning process, giving specific examples of how these principles could be used in the classroom.
- The student will apply psychological principles and theories within actual or simulated educational contexts.
- The student will use major concepts of child and adolescent development, human learning, and social and cultural influences in planning and implementing classroom instruction, strategies, and management.
- The student identify and analyze the implications of the various developmental and learning theories for models of instruction, decisions about teaching strategies, and the selection of materials, and the role of the teacher in the learning process.

<table>
<thead>
<tr>
<th>CLASSROOM SCENARIOS</th>
<th>Excellent – 2 points</th>
<th>Competent - 1 point</th>
<th>Needs Improvement- 0 point</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASSROOM ARRANGEMENT</strong></td>
<td>The seating arrangement and the furniture and materials present in the classroom are consistent with the educational approach of the classroom.</td>
<td>The seating arrangement and most of the furniture and materials present in the classroom are consistent with the educational approach of the classroom.</td>
<td>The seating arrangement and the furniture and materials present in the classroom are NOT consistent with the educational approach of the classroom.</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
<tr>
<td><strong>CLASSROOM/BEHAVIOR MANAGEMENT</strong></td>
<td>The teacher’s behavior and classroom management plan is consistent with the educational approach of the classroom.</td>
<td>Most of the teacher’s behavior and classroom management plan is consistent with the educational approach of the classroom.</td>
<td>The teacher’s behavior and classroom management plan is NOT consistent with the educational approach of the classroom.</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>LESSON PRESENTATION</th>
<th>Excellent – 2 points</th>
<th>Competent – 1 point</th>
<th>Needs improvement – 0 point</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>The instructional techniques used are consistent with the theoretical approach of the classroom.</td>
<td>Most of the instructional techniques used are consistent with the theoretical approach of the classroom.</td>
<td>The instructional techniques used are NOT consistent with the theoretical approach of the classroom.</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
<tr>
<td><strong>MATERIAL</strong></td>
<td>The materials used by the teacher for the lesson are consistent with the theoretical approach of the classroom</td>
<td>The majority of the materials used by the teacher for the lesson are consistent with the theoretical approach of the classroom</td>
<td>The materials used by the teacher for the lesson are NOT consistent with the theoretical approach of the classroom</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANALYSIS</th>
<th>Excellent – 2 points</th>
<th>Competent – 1 point</th>
<th>Needs Improvement – 0 point</th>
<th><strong>SEMI TOTAL =</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JUSTIFICATION/SUPPORT OF CHOICES</strong></td>
<td>The student present coherent and research supported (with references) justification for their choices of arrangement, management, instruction and materials used.</td>
<td>The student present partial justification for their choices of arrangement, management, instruction and materials used.</td>
<td>The student DOES NOT present or present INCORRECT justification for their choices of arrangement, management, instruction and materials used.</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
<tr>
<td><strong>CLARITY/ORGANIZATION OF WRITING</strong></td>
<td>The paper is well written, with NO spelling and grammar errors. Ideas are presented in a coherent way.</td>
<td>The paper is well written, but presents some spelling and grammar errors. Ideas are presented in a coherent way.</td>
<td>The paper is NOT well written. There are several spelling and grammar errors and ideas presented are not coherent.</td>
<td><strong>SEMI TOTAL =</strong></td>
</tr>
</tbody>
</table>
3) **Modules Summaries** -
As listed in the calendar, you will be required to complete summaries of the modules you read during that week. The summary should be 1 page long (typed or hand written), and should contain the main concepts and ideas discussed in the module.

4) **Case Studies** - As listed in the class schedule, you are required to complete several “case studies”. These case studies are presented at the beginning of each cluster of modules. For each case study you should address the questions: WHO, WHAT, WHERE, and WHEN. You should also respond to the ASSESS questions presented at the end of each case study (see instructions in your book in the insert “HOW TO READ A CASE STUDY”).

XIII. Internet sites or databases - Extra readings and materials needed for this class can be found online on blackboard.

XIV. **Late Work:**
Your work is due on the date indicated on the syllabus. Work submitted late will suffer a deduction in points to the discretion of the instructor. Power point presentations should be done on the date scheduled and will NOT be accepted at a later date.

XV. **Students with Disabilities**
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XV. **NNMC Incomplete Policy:**
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

Revised July 3, 2014
XVI. Personal Responsibility:

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:

- Quizzes – 20%
- Summaries – 10%
- Case Studies – 10%
- Research Paper – 15%
- Classroom Scenarios – 25%
- Mid term exam – 20%

A+ =100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.

Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING)- Using your cell phone during class is a sign of disrespect with your instructor and classmates. When entering the classroom, please turn off or put in vibrate mode your cell phone. If you need to take a call, please step outside the classroom to take it and return to class as soon as you can.

XXII. Complaints policy

The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted at the COE. The same process applies in case on harassment issues (see NNMC student handbook for how to handle harassment situations).

XXIII. ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico's required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment *within the first semester of enrollment in the program*. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: Daily Online

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Esquibel</td>
<td>747-2242</td>
<td>Monday 4:30-7:00</td>
</tr>
<tr>
<td></td>
<td>Room 110 TEC Bldg.</td>
<td>Wednesday 2:00-4:30</td>
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</table>


VI. Required Materials or Readings: Blackboard for Students

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
    Attendance is required for all class sessions.

    There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

    Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

    *ALP requirements*:

Revised January 15, 2015
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment *within the first semester of enrollment in the program*. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

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Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

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   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

**X. Catalog Course Description:**

This course introduces you to the basics of the teaching profession. It includes societal expectations of teachers, social problems which impact students, essential knowledge needed for teaching, recent reforms in education, historical perspectives on education, the role of schools in today’s society, school governance, and the legal and ethical issues in education. You will be expected to participate in online activities and submit working using technology. Further, you will be expected to begin to articulate your philosophy of education.

**XI. Course Objectives:**

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

**NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS:**

Revised January 15, 2015
• Reflects on, analyzes, evaluates effects of choices/actions on others - students, parents, and other professionals in learning community, and will be able to use knowledge to improve learning process. (A-1)
• Is aware of need to actively seek out opportunities to grow professionally, including participation in professional organizations and development such as conferences, workshops, classes and research, and uses information to improve practices to become life-long learner. (A-2)
• Participates in process of researching educational issues and practices, applying them in classroom, and monitoring effects. (A-3)
• Understands educational decision-making process as advocate for children, school, district, and self. (A-4)
• Is aware of, and adheres to, state Professional Code of Ethics for Educators. (A-5)
• Demonstrates awareness of relevant legal requirements of teachers and schools. (A-6)
• Demonstrates awareness of local, state, and federal agencies and educational systems. (A-7)
• Provides a safe classroom environment where individual differences are respected. (C-4)
• Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (F-1)
• Is aware of the culture, history, and values of the community in which she/he teaches. (G-1)
• Understands, respects, and values central role that community and family play in learning process. (G-2)
• Understands that there must be reciprocal relationship between school and community. (G-3)
• Values and utilizes knowledge that all community members have something to contribute to classroom to assist educational process. (G-4)
• Recognizes that family and community can be used as teaching resources to enhance learning and children’s self value. (G-5)
• Communicates to parents and community members student progress, important events, and school activities. (G-6)
• Understands importance of inviting parents and community members to participate in the classroom. (G-7)
• Conveys and demonstrates to students the importance of being an active part of the community. (G-8)

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of

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these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1;</td>
<td>Introductions</td>
<td></td>
<td></td>
<td>SLO: 4</td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>Module 2;</td>
<td>The Teaching</td>
<td>A-2, A-3, A-4; G-1</td>
<td>Discussion Entry and Reflection &amp; Classroom Bill of Rights</td>
<td>D: 1, 2, 3 SLO 2, 3</td>
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<tr>
<td>Week 2</td>
<td>Profession</td>
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<tr>
<th>Module 3; Week 3</th>
<th>Learning to Teach</th>
<th>C-4</th>
<th>Discussion Entry and Reflection &amp; INTASC principles application paper</th>
<th>D: 1, 2, 3 SLO: 1</th>
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<tbody>
<tr>
<td>Module 4; Week 4</td>
<td>Ideas &amp; Events Shaping Education</td>
<td>A-1; A-7</td>
<td>Discussion Entry and Reflection Personal Philosophy of Education</td>
<td>D: 1, 2, 3 SLO: 1</td>
</tr>
<tr>
<td>Module 5; Week 5</td>
<td>Social Realities</td>
<td>A-7; G-4, G-5; G-6, G-7; G-8</td>
<td>Discussion Entry and Reflection Observation report</td>
<td>K: 7, 9 SLO: 1</td>
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<tr>
<td>Module 6; Week 6</td>
<td>Ethical &amp; Legal Issues</td>
<td>A-5; A-6</td>
<td>Discussion Entry and Reflection Code of Ethics</td>
<td>D: 1, 2, 3 SLO: 1, 2</td>
</tr>
<tr>
<td>Module 7; Week 7</td>
<td>Diverse Learners</td>
<td>A-1; C-4; F-1; G-1; G-2; G-3</td>
<td>Discussion Entry and Reflection IRIS Module: Teaching &amp; Learning In NM</td>
<td>D: 1, 2, 3 K: 2, 7, 9 SLO: 1, 3</td>
</tr>
<tr>
<td>Module 8; Week 8</td>
<td>Addressing Learners’ Needs</td>
<td>C-4; F-1; G-2; G-3</td>
<td>Discussion Entry and Reflection Observation Report and Critical Reflection</td>
<td>D: 1, 2, 3 K: 2, 4, 9 SLO: 1</td>
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<tr>
<td>Module 9; Week 9</td>
<td>Authentic Instruction</td>
<td>C-4I; G-4, G-5; G-6, G-7; G-8</td>
<td>Discussion Entry and Reflection Website Review</td>
<td>D: 1, 2, 3 K: 2, 4 SLO: 4</td>
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<tr>
<td>Module 10; Week 10</td>
<td>Curriculum Standards, Assessment &amp; Student Learning</td>
<td>C-4; G-2; G-3</td>
<td>Discussion Entry and Reflection Scoring Rubric</td>
<td>S: 2 K: 1, 3, 4, 5 SLO: 1</td>
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<tr>
<td>Module 11; Week 11</td>
<td>Teachers as Education Leaders</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
<td>Discussion Entry and Reflection Case Study</td>
<td>K: 3, 6, 8, 0 SLO: 1</td>
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<tr>
<td>Module 12; Week 12</td>
<td>Your Induction into Teaching</td>
<td>A-1; A-2; A-3; A-4</td>
<td>Discussion Entry and Reflection Future Letter to Self or Bag of Tricks</td>
<td>K: 6, 8, 9 SLO: 2</td>
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<tr>
<td>Module 13; Week 13</td>
<td>Integration Project</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
<td>Final Presentations</td>
<td>SLO: 1</td>
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Revised January 15, 2015
XIII. Assignment Descriptions/ Assessment Criteria:

For each type of assignment listed in X, write a description of the expectations for that assignment. Each assignment should have criteria for assessment, e.g., a rubric, a checklist, a general writing rubric, requirements for length and content.

A.) Required Professional Competency-Based Artifacts for Courses with

Field Lab Experiences:

- Professional Competency-Based Assignments 50%
- Field Lab Experience Log Sheet 10%
- Classroom Disposition Checklist (Faculty) 5%
- Field Placement Disposition Checklist (Mentor) 5%
- Self-Assessment Disposition Checklist 5%
- Discussion Board 25%

Scrapbook of Assignments/Presentation

One of the goals of Foundations of Education is to have students reflect upon and explore the meaning of learning and education. To this ends, students are being asked to compile a “Scrapbook” of structured thoughts, ideas, opinions, and feelings related to the class topics. Two forms of course assignments meet this requirement:

- Journal Entries/Activating Events online
- Assignments

Discussion Entries/Activating Event:

For this portion of the requirement, students are asked to reflect on and answer questions from the Becoming a Teacher text (for specific assignments, see the Foundation of Education Schedule). Students may reflect and answer these questions using a learning style that works for that individual student - narratives, poetry, collages, mind maps, paintings, photo essays, etc. The criteria for this assignment include:

- Answering the full question using the Becoming the Teacher text as a reference.
- Professionally presented.

A one-week grace period for submissions will be allowed, but after that, assignments will be considered late and late penalties (20% deduction per week) will be applied. Assignments will not be accepted after the 2nd week of the assignment due date.

Module Assignments (Labeled Class Project in the online course environment):

In order to honor various learning styles, students can select one of two assignments for the modules when these assignments are due. A detailed description of the assignments can be found in the Class Projects section of the course. Assignments are due on the dates specified in the Foundations of Education Schedule online. A one-
week grace period will be allowed, but after that, assignments will be considered late and late penalties will be applied.

The scrapbook is designed to honor the students’ learning styles and creativity. The major criteria are that it is professional presented and that covers the content specified in the individual assignment descriptions.

Each scrapbook entry (Journal entries and Structured Exercises are graded separately) is worth up to 5% of the final grade. Note: Students can make corrections and revisions based on the instructor feedback for their final presentation of the scrapbook.

**Final Scrapbook Presentation and Course Reflection**

Students will present the final version of their Scrapbook online during the last module of class. Assessment will occur both by (a) ongoing feedback by the instructor, and (b) the students’ peers in a discussion board fashion using the following criteria (a rubric will be distributed for the assessment):

The grading criteria for this project include:

- **Neatness & Professionalism** - clean, professionally presented in a labeled scrapbook that includes a title page, table of contents, and highlighted/labeled individual sections; easy to view and understand for the uninformed reader; and free of grammatical and spelling errors

- **Quality of Content** - the content demonstrates mastery and insights into the subject matter.

- **Creativity and Insight** - Materials demonstrate creativity and insight about self and course material.

**Course Reflection & Grade Proposal**

At the end of the semester you will submit a final paper that will include:

- Learning: a description of no more than 2 pages single spaced of key areas of learning and the process by which your thinking shifted (or didn’t!) during the semester. The learning description will align to entry level competencies.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

The final paper required for the final module’s class project, your field experience log sheet and disposition sheets are artifacts collected from this course and placed in your file. The rubric for this and all assignments can be found in Blackboard’s learning environment.

Revised January 15, 2015
C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases

XV. Late Work:
The course is calendar-paced. Your work is due on the date indicated on the syllabus and within Blackboard.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:
Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading:

Revised January 15, 2015
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Knowledge Principle

1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that

4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them

5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

Dispositions

1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

Skills

1. Utilization of technology-based tools to support student learning
2. Utilization of Planning

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring

III. Course Time and Place: Mondays 7:00 pm TEC107 & NNMC Blackboard

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Esquibel</th>
<th>Communication Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>747-2242</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></td>
</tr>
<tr>
<td></td>
<td>Office Hours:</td>
</tr>
<tr>
<td></td>
<td>M: 4:30-7:30</td>
</tr>
<tr>
<td></td>
<td>W: 2:00-4:30</td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings:
I will provide you with a copy of this text for use in the course:


NNMC Online Free Online Readings

REQUIRED COURSE MATERIALS:

1 copy of the New Mexico Content Standards and Benchmarks
1 copy of common core ELA Standards
Regular Access on NNMC Online
Placement at an NNMC Approved Field Experience Site
Purchase and complete the State Reading Test: Preparation Test Only if this is your final reading course at NNMC:

Revised January 15, 2015
VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
Attendance is required for all class sessions. You are also expected to complete each module discussion and assignments. More than 2 absences from our weekly class sessions will result in a one-letter reduction of your final class grade. Four absences will result in a two-letter reduction of your final class grade. More than four absences will result in a failing grade.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Course Description:
This course provides a conceptual framework for understanding the growth of language development throughout the elementary years. You will be introduced to instructional strategies to build reading, writing, and speaking abilities. The course will address literacy differences through a literature-based approach to instruction, focusing on cognitive, affective, social, and cultural factors that created differences in literacy abilities. State standards and benchmarks are incorporated into this course. You will be required to do field work. Pre-requisite: ENG 112 and ED 201 with grades of C or better. (3, 3T+0S) Co-requisite: ED 411.

XI. Course Objectives:
NEW MEXICO TEACHER COMPETENCIES – COMPENTENCIES FOR ENTRY LEVEL TEACHERS

- b.1 Understands learning theory, subject, and curriculum development; uses this knowledge in planning instruction to meet curriculum goals.
- b.9 Plans/uses assessment strategies/instruments appropriate to learning outcomes evaluated.
- d.1 Understands/uses formal/informal assessment strategies to evaluate/ensurch continuous intellectual, social, physical, aesthetic development of learner.
- d.11 Demonstrates familiarity with variety of assessment tools, including portfolios, performance-based assessment, student writing.
- f. 1 Understands how students differ in their approaches to learning.
- j-a a. Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:
  - i. research on reading;
  - ii. how children learn to speak, read, write, and listen;
  - iii. cultural, linguistic, environmental, and physiological factors in reading and language arts development;
  - iv. children’s developmental processes;
  - v. characteristics of proficient and non-proficient readers;
  - vi. relationship between oral and written language;
  - vii. language structure including graphophonics, semantics, syntax, and pragmatics systems.
- j-b b. Assessment:
i. The teacher understands the use of classroom reading assessment to diagnose students' instructional needs and modify instruction appropriately.

ii. The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

j,c Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:

i. oral language development;

ii. phonemic awareness and phoneme manipulations, such as blending, segmentation, and substitution;

iii. phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;

iv. vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students' experiences;

v. comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

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College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topic/Text Chapter (See hybrid online course for calendar based topics)</th>
<th>Competency</th>
<th>Tentative Assignment (Course Learning Modules for specific assignments aligned to each of the modules)</th>
<th>Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework NNMC SLO</th>
</tr>
</thead>
</table>
| Module 1 Week of 1/25 | Introduction, Syllabus, Reading Theories, Historical Perspectives, Language Acquisition, and Reading Models | b-1, b-9   | On campus:  
1. Introductions  
2. Complete field experience requests  
3. Syllabus Review and Course Requirements  
4. Organize for Meeting dates for ED411 | K-6-9, D1-3                                                                 |
| Module 2 Week of 1/25 | State and National Reading Standards | b-1, b-9 | Online:  
1. Online discussion: Post your initial and final posts by Sunday  
2. Complete the assignment and submit to the assignment link.  
On campus:  
1. We will not meet on campus this week.  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Common Core ELA Standards Scavenger Hunt Assignment Due on Sunday  
3. Complete the pre-test of your phonics text and bring to class on Wednesday |
|---|---|---|---|
| Module 3 Week of 2/2 | Essential Components of Reading Instruction, Becoming an Effective Teacher of Reading: Characteristics of Effective Teachers | j- a, i, ii, iii, iv, iv, j-c, l, ii, iii, iv, v | On-Campus  
1. Come to class having read Chapter 1.  
2. Chapter quiz.  
3. Lecture and Discussion  
4. Quiz retake  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment  
3. Module 1-3 Online Journal Entry due by Sunday of this week. |
| Module 4 Week of 2/9 | Teaching the Reading & Writing Process | j- a, l, ii, iii, iv, iv, j-c, l, ii, iii, iv, v | On-Campus  
1. Come to class having read Chapter 2.  
2. Lecture and Discussion  
3. Quiz  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. |

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| Module 5 Week of 2/16 | Early Literacy Three Stages of Reading and Writing Brief Overview of Early Literacy Screening Indicators: Concepts of Print and DIBELS | j-a i, ii, iii, iv, v | On-Campus  
1. Come to class having read Chapter 4.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment  
3. Module 5 Journal Entry due by Sunday | K 1-7, D1-3, SLO1 |
| --- | --- | --- | --- | --- |
| Module 6 Week of 2/23 | Cracking the Alphabetic Code: Phonemic Awareness | j c: i, ii, iii | On-Campus  
1. Come to class having read Chapter 5.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment | K1-4 |
| Module 7 Week of 3/2 | Phonemic Awareness: Instructional Strategies |  | On-Campus  
1. Come to class having read the chapter.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment | K1-4 |
| Module 8 Week of 3/9 | Cracking the Alphabetic Code: Phonics & Word Analysis Instructional Strategies | j c: i, ii, iii | On-Campus  
1. Come to class having read Chapter 6.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final | K1-4 |
| Module 9 Week of 3/23 | Developing Fluent Readers and Writers: Instructional Strategies to teach word identification and fluency | j-a l, ii, iii, iv, v | On-Campus  
1. Come to class having read Chapter 6.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment  
3. Module 6, 7, 8 Journal Entry Due by this Sunday. | K1-4, SLO1 |
|----------------------|-------------------------------------------------|-------------------|---------------------------------|
| Module 10 Week of 3/30 | Vocabulary: Expanding Students’ Knowledge of Words | j, iv | On-Campus  
1. Come to class having read Chapter 7.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment  
3. Module 9 Journal Entry Due | K1-4, SLO1 |
| Module 11 Week of 4/6 | Facilitating Student’s Comprehension: Reader Factors | j-5 | On-Campus  
1. Come to class having read Chapter 8.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment  
3. Module 10 Journal Entry Due | K1-4, SLO1 |
| Module 12 Week of | Comprehension: Text Factors | j-5 | On-Campus  
1. Come to class having read Chapter 9.  
2. Chapter quiz. | K1-4 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Reading Material</th>
<th>On-Campus</th>
<th>Online:</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/13</td>
<td>Module 13</td>
<td>Assessing Students’ Literacy Development: Formal assessments: DIBELS Screener and qualities of the NMSBA</td>
<td>b-9,d-1, d-11, j-b: i, ii, h-9, h-11</td>
<td>On-Campus</td>
<td>1. Come to class having read Chapter 3.</td>
<td>2. Chapter quiz.</td>
</tr>
<tr>
<td></td>
<td>Week of 4/20</td>
<td></td>
<td></td>
<td></td>
<td>4. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
<td>5. Assignment</td>
</tr>
<tr>
<td></td>
<td>Module 14</td>
<td>Assessing Students’ Literacy Development: Informal assessments: The QRI, Running Records and Miscue Analysis</td>
<td>b-9, d-1, d-11, j. b, i, ii, h-9, h-11</td>
<td>On-Campus</td>
<td>1. Come to class having read the Chapter 3.</td>
<td>2. Chapter quiz.</td>
</tr>
<tr>
<td></td>
<td>Week of 4/27</td>
<td></td>
<td></td>
<td></td>
<td>4. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
<td>5. Assignment</td>
</tr>
<tr>
<td></td>
<td>Module 15</td>
<td>Organizing for Instruction</td>
<td>b1, b4, b9,</td>
<td>On-Campus</td>
<td>1. Come to class having read Chapter 10.</td>
<td>2. Chapter quiz.</td>
</tr>
<tr>
<td></td>
<td>Week of 5/4</td>
<td></td>
<td></td>
<td></td>
<td>5. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
<td>6. Assignment</td>
</tr>
<tr>
<td></td>
<td>Module 16</td>
<td>Differentiating Reading and Writing</td>
<td>j-a, b, c</td>
<td>On-Campus</td>
<td>1. Come to class having read Chapter 11.</td>
<td>2. Chapter quiz.</td>
</tr>
</tbody>
</table>
16
Week of
5/4

Instruction-Final Projects (Putting It All Together)

2. Chapter quiz.
3. Lecture and Discussion
4. Final Projects: Group 3

Online:
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.
2. Module 16 Journal Entry Due

XIII. Assignment Descriptions/Assessment Criteria:
For each type of assignment listed in X, write a description of the expectations for that assignment. Each assignment should have criteria for assessment, e.g., a rubric, a checklist, a general writing rubric, requirements for length and content.

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:
Professional Competency-Based Collection of Artifacts* 20%
Field Lab Experience Log Sheet 50%
Classroom Disposition Checklist (Faculty) 5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s) 15%

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264;
ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED)
SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

Grading will be based on class attendance and acceptable completion of class assignments. Rubrics for your structured assignments, lesson plans and discussion board participation can be found online on the homepage. Be sure to review the online rubrics, to the homepage along with a copy of the syllabus.

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes, and Assignments</td>
<td>Weekly by the end of our face-to-face session</td>
<td>Quizzes 20% Assignments 20%</td>
</tr>
<tr>
<td>(a.)</td>
<td>Weekly by Sunday @11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(b.)</td>
<td>Final Class Meeting</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection Journaling</td>
<td>Weekly by Sunday @11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(a.)</td>
<td>Final Class Meeting</td>
<td>20%</td>
</tr>
<tr>
<td>(b.)</td>
<td>Final Class Meeting</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>Wednesday by 11:59 and Sundays by 11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(a.) Working with a classmate(s), you will be assigned a grade level and prepare a thorough National Standards-based 90 Minute Reading Block and will present that to the rest of the class</td>
<td>Final Assessment</td>
<td>By April 27 20%</td>
</tr>
<tr>
<td>(b.) A Journal Response is required per online module</td>
<td>Final Assessment</td>
<td>By April 27 20%</td>
</tr>
<tr>
<td>Online Course Discussions</td>
<td>Wednesday by 11:59 and Sundays by 11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(a.) Rubric Based Discussion Board Participation Required</td>
<td>Final Assessment</td>
<td>By April 27 20%</td>
</tr>
<tr>
<td>(b.) For each module, students are required to respond to the instructor’s prompt and respond to the response of at least two other students</td>
<td>Final Assessment</td>
<td>By April 27 20%</td>
</tr>
<tr>
<td>Submit your test preparation score to your instruction</td>
<td>Final Assessment</td>
<td>By April 27 20%</td>
</tr>
</tbody>
</table>
With at least a one page reflection of the content you still feel you need to understand in order to pass the State reading assessment.


A = 90% to 100%    B = 80% to 89%    C = 70% to 79%    D = 60 to 69%    F=under 60%

XIV.   Internet sites or databases

XV.   Late Work:
Your work is due on the date indicated on the syllabus.

XVI.   Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII.   NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII.   Personal Responsibility:

Revised January 15, 2015
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Knowledge Principle
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

Knowledge Principle
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

Skills
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Knowledge Principle
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

Knowledge Principle
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

Knowledge Principle
4. Learning: The teacher candidate comprehends the principles of student growth, development, and learning, and applies them appropriately.

Knowledge Principle
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

Knowledge Principle
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

Knowledge Principle
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Knowledge Principle
9. Collaboration: The teacher candidate works productively with colleagues, parents, and community.

Dispositions
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
I. CREDIT HOURS: 1

II. SEMESTER TAUGHT: Spring

III. COURSE TIME: Students will meet online or in person weekly. The co-requisite ED410. Meeting Dates: TBA

IV. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

· Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
· Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

V.

VI. COURSE DESCRIPTION:
The students will participate in supervised observation and practice in teaching reading strategies and developing reading materials for reading students at the elementary level. Thirty-two hours are required in this placement. The students will be placed in a scheduled reading instructional time in one of the following types of program: Title I, Reading Intervention, and/or in a regular classroom setting during the scheduled reading block. Co-requisite: ED410 Teaching and Diagnosis of Reading.
VII. NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS:

b.1  Understands learning theory, subject, and curriculum development; uses this knowledge in planning instruction to meet curriculum goals.

b.4  Creates short- and long-term plans that are linked to student needs, performance, and learning styles.

b.9  Plans/uses assessment strategies/instruments appropriate to learning outcomes evaluated.

d.1  Understands/uses formal/informal assessment strategies to evaluate/en-sure intellectual, social, physical, aesthetic development of learner.

d.11 Demonstrates familiarity with variety of assessment tools, inc. portfolios, performance-based assessment, student writing.

f.1  Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

h..9 Understands the social, emotional, physical, and academic needs of students with exceptionalities.

h..11 Assists students with exceptionalities to have positive experiences in the regular classroom.

J-a  a. Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:

i. research on reading;

ii. how children learn to speak, read, write, and listen;

iii. cultural, linguistic, environmental, and physiological factors in reading and language arts development;

iv. children’s developmental processes;

v. characteristics of proficient and non-proficient readers;

vi. relationship between oral and written language;

vii. language structure including graphophonics, semantics, syntax, and pragmatics systems.

vii. writing instruction, including: different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;

j.b  b. Assessment:

i. The teacher understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately.

ii. The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

j.c  Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:

i. oral language development;

ii. phonemic awareness and phoneme manipulations, such as blending,
segmentation, and substitution;
iii. phonics instruction, including a variety of strategies such as systematic,
explicit instruction and the use of phonics in reading and writing;
iv. vocabulary development, including both explicit instruction and indirect
vocabulary development through authentic literature and students’ experiences;
v. comprehension strategies, including: instruction on predicting, re-reading,
questioning, sequencing, summarizing, retelling, reading for pleasure and
analytical and critical reading; activities to develop fluency, the ability to read text
accurately and rapidly; and study strategies, for example, planning, accessing
and organizing information from a variety of texts and sources;

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze,
synthesize and cite information, construct arguments, identify and solve
problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions
   and applying both quantitative or qualitative methodologies and processes to
   solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize
   the role of the individual in influencing societal consequences; understand the
   importance of character values such as but not limited to: truthfulness and
   personal integrity, sense of responsibility, sense of fairness and justice, to test
   conventional wisdom for the pursuit of truth empathy, compassion, and general
   good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to:
   computer software such as word processors, statistics/analytical programs,
simulation programs, musical/artistic programs, and other software that increases
overall ability and understanding; machinery and industrial processes that
contributes towards increased productivity and efficiency; Innovation or the
application of creativity or original thought.

IX. REQUIRED TEXT:

Fox, Barbara J. (2014). Phonics and Linguistic Analysis for the Teacher of Reading (11th

X. INSTRUCTOR INFORMATION

| INSTRUCTOR: | COMMUNICATIONS: | OFFICE HOURS: |
XI. ATTENDANCE:

Class Session Attendance:

Attendance at all field experience class meetings is required. One missed unexcused class session will result in a failed grade.

Field Experience Attendance:

Follow the NNMC field experience attendance policy when in the field. If you must miss a schedule observation, please inform me, and your cooperating teacher on or before the absence.

XII. CLASS TOPICS AND ASSIGNMENTS

College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and NNMC’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topic/ Text Chapter (See hybrid online course for calendar based topics)</th>
<th>Competency</th>
<th>Assignment (Course Learning Modules for specific assignments aligned to each of the modules)</th>
<th>Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework</th>
</tr>
</thead>
</table>
| Module 1      | Introduction, Syllabus, Reading Theories, Historical Perspectives, Language Acquisition, and Reading Models | b-1, b-9   | (1) In-class orientation and field requests  
(2) Phonics and linguistic Analysis Self-Assessment | K-6- 9, D1-3                                                        |
| Week of Jan. 26 | Date: 26                           |            |                                                                                            |                                                                          |
| Module 2      | State and National Reading Standards                                                | b-1, b-9   | (1) In-class orientation and field requests  
(2) One observation of a 90 minute reading block  
(3) Phonics and Linguistic Analysis Self-assessments must be completed by this week. Bring your self-assessments to class on this day. | K-1-4, K- 7, D1-3                                                        |
| Week of Feb. 2 | Date: 2 |            |                                                                                            |                                                                          |
| Module 3      | Essential Components of Reading Instruction, Becoming an Effective Teacher of        | j- a i, ii, iii, iv, iv, j-c, i, ii, iii, iv, v  | (1) Three hours field observation of a 90-minute reading block.  
(2) Focused Observation 1 | K 1-7, D1-3                                                         |
<p>| Week of Feb. 9 | Date: 9 |            |                                                                                            |                                                                          |</p>
<table>
<thead>
<tr>
<th>Module</th>
<th>Week of</th>
<th>Topic</th>
<th>Observations</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Feb. 16</td>
<td>Teaching the Reading &amp; Writing Process</td>
<td>Three hours field observations of two 90-minute reading blocks. Focused Observation 1</td>
<td>K 1-7, D1-3</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 23</td>
<td>Assessing Students' Literacy Development: Formal assessments: DIBELS Screener and qualities of the NMSBA</td>
<td>Three hours field observations of two 90-minute reading block.</td>
<td>K 1-7, D1-3</td>
</tr>
<tr>
<td>6</td>
<td>Week of March 2</td>
<td>Early Literacy Three Stages of Reading and Writing Brief Overview of Early Literacy Screening Indicators: Concepts of Print and DIBELS</td>
<td>Three hours field observations of two 90-minute reading blocks. Focused Observation 3 Complete the Consonant Section of the Phonics Text (page 27-85)</td>
<td>K1-4</td>
</tr>
<tr>
<td>7</td>
<td>Week of March 9</td>
<td>Cracking the Alphabetic Code: Phonemic Awareness</td>
<td>Three hours field observations of two 90-minute reading blocks.</td>
<td>K1-4</td>
</tr>
<tr>
<td>8</td>
<td>Week of March 23</td>
<td>Phonemic Awareness: Instructional Strategies</td>
<td>Three hours field observations of two 90-minute reading blocks. Focused Observation 4 and Focused Observation 5 (Complete the Vowel Section of your text–page 87-132)</td>
<td>K1-4</td>
</tr>
<tr>
<td>9</td>
<td>Week of March 30</td>
<td>Cracking the Alphabetic Code: Phonics &amp; Word Analysis Instructional Strategies</td>
<td>Three hours field observations of two 90-minute reading blocks.</td>
<td>K1-4</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Developing Fluent Readers and</td>
<td>Three hours field observations of two 90-minute reading blocks. (Twenty-four (24) hours should</td>
<td>K1-4</td>
</tr>
<tr>
<td>Week of April 6</td>
<td><strong>Writers:</strong> Instructional Strategies to teach word identification and fluency</td>
<td>have been observed thus far.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Module 11 Week of April 13</td>
<td><strong>Vocabulary:</strong> <em>Expanding Students’ Knowledge of Words</em></td>
<td>j-5</td>
<td>One observation of a 90 minute reading block. Focused Observation 6</td>
<td></td>
</tr>
<tr>
<td>Module 12 Week of April 20</td>
<td><strong>Facilitating Student’s Comprehension: Reader Factors</strong></td>
<td>j-5</td>
<td>One observation of a 90 minute reading block.</td>
<td></td>
</tr>
<tr>
<td>Module 13 Week of April 27</td>
<td><strong>Comprehension: Text Factors</strong></td>
<td>b-9, d-1, d-11, j-b: i, ii, h-9, h-11</td>
<td>One observation of a 90 minute reading block.</td>
<td></td>
</tr>
<tr>
<td>Module 14 Week of May 4</td>
<td><strong>Assessing Students’ Literacy Development: Informal assessments: The QRI, Running Records and Miscue Analysis</strong></td>
<td>b-9, d-1, d-11, j, b, i, ii, h-9, h-11</td>
<td>One observation of a 90 minute reading block. Complete the Structural Analysis of your Text (page 185-209 of your text)</td>
<td></td>
</tr>
<tr>
<td>Module 15 Week of May 4</td>
<td><strong>Organizing for Instruction</strong></td>
<td>b1, b4, b9,</td>
<td>One observation of a 90 minute reading block. Focused Observation 7</td>
<td></td>
</tr>
<tr>
<td>Module 16 Week of May 4</td>
<td><strong>Differentiating Reading and Writing Instruction: Final Projects (Putting It All Together)</strong></td>
<td>j-a, b, c</td>
<td>One observation of a 90 minute reading block. Complete the Self Assessment by the Final Week of Class</td>
<td></td>
</tr>
</tbody>
</table>

XIII. COURSE REQUIREMENTS/ GRADING CRITERIA

*Utilize the required 37.5 hours with the following activities (Three hours (3) will be completed during in-class meetings. I will sign your logs reflecting these hours. Thirty-four and a half (34.5) hours will be competed in the field. Your field experience cooperating teacher will sign your field observation logs reflecting these 37.5 hours.*
(a) **Standard Observation:**

Students are required to complete weekly *unstructured* observations & reflections of reading instruction in the classroom or in special reading programs using the NNMC College of Education Lesson Plan Observation and reflection Sheet. Students are required to spend between 1 and ½ hours-3 hours at the field site per week during the scheduled reading block. During standard observation weeks, students are expected to actively observe the classroom teacher as the reading lesson is presented to students. Students are expected to actively observe the elementary pupils’ response to the lesson and their participation in activities related to the reading block. If the cooperating teacher allows, you may support students in one-to-one or small group reading assistance setting.

After each standard observation, you are required to: (I.) complete a journal entry for each standard weekly field observations, and (II. ) complete a lesson reflection form using NNMC’s observation form.

(b) **Focused Observations:**

Some modules require *focused observations* that are aligned to module content. These focused observations may include designing and presenting reading lessons one-on-one or with small groups during the reading block and assisting the cooperating teacher with small reading groups or with individual students, and/or interviewing teachers. After each focused observation, you are required to: (1) complete a journal entry for each standard weekly field observations, and (2) if applicable, complete a lesson reflection form using NNMC’s observation form.

(c) **Field Experience Log and Disposition Checklist:**

Students will be required to submit a field experience time log reflecting at least 33 hours of field experience and a disposition checklist. The disposition checklist and field experience log will be completed and signed by the cooperating teacher.

(d) **Completion of Phonics and Linguistic Analysis for the Teacher of Reading Workbook**

Students are required to complete the self-assessments and final assessments and all pages in between in the text: Phonics and Linguistic Analysis for the Teacher of Reading following the pace outlined in the syllabus. Submit the workbook with your field observation binders to your instructor the final week of class.

Focused Observation #1:

This observation should focus on the whole classroom. What kind of learning environment has the teacher created for learners? What are the qualities of the environment? How does this environment support literacy development (i.e. classroom
library, literacy independent learning centers, literacy-based display, etc)? How does the classroom environment demonstrate what the teacher values in terms of literacy development? How does the classroom environment demonstrate what the students value in terms of their literacy development? How would you adjust the environment in order to integrate elements you deem missing based on your reflections thus far? How has the observation changed your thinking about the kind of learning environment you’ll create for your students?

Focused Observation #2:

What is the role of language in the classroom? To what extent is the setting rich in language? How are students encouraged to use literacy, language and language to learn? How has this observation informed your thinking about the role of language in learning to read and write?

Focused Observation #3:

What is the role of phonemic awareness in the classroom? How do students demonstrate their level of linguistic analysis in the classroom? After obtaining the classroom teacher’s permission by having him/her sign your lesson plan, teach your phonemic awareness lessons to 1-3 students. Reflect on your teaching and the students learning. What worked? What didn’t work? How do you know? How would you adjust your teaching to ensure that all students learn the stated objectives?

Focused Observation #4:

Think about the reading instruction you observe in your field placement classroom. Which stage of the reading process does your cooperating teacher engage in most often? Which is used the least? Why do you think this is? How is phonics instruction taught in the classroom? How do you think teachers decide which type of reading to do with his/her students? Develop at least 5-8 questions do better understand how reading in general is taught and how the teachers ensures that phonic instruction is included in the lesson. Interview your cooperating teacher to gain additional insight into these questions. Include your questions and interview responses in your field journal. How has this observation informed your thinking about the role of phonics instruction?

Focused Observation #5:

After reading about the four ideas for word identification (see page 197-206), ask your cooperating teacher how s/he makes sure that all students have equal access and opportunity to learn new words. Does s/he have experiences that support the strategies described? Contemplate how a new teacher might learn from these experiences. Informally listen to and evaluate at least three students read in your field experience classroom. Use the four components of reading fluency from page 209 to help you evaluate each student as a reader. How has this observation informed your thinking about the role of vocabulary instruction?

Focused Observation #6:
Observe in one or more elementary classrooms during reading instruction. Try to determine what the classroom teacher is doing to facilitate comprehension in her/his students. Keep a list within your notes to share with your classmates.

Select a more capable reader and a less capable reader from your field placement classroom (you might want to ask your cooperating teacher for suggestions on whom to select). Interview each of them, asking them about their reading habits and attitudes. Listen to each read. Write a comparative analysis to describe your findings. (Analyze the students’ ability to comprehend what they read & compare the students’ comprehension abilities.) How has this observation informed your thinking about the role of comprehension instruction?

Focused Observation #7:

Borrow a basal reading teacher's guide from your cooperating teacher or another teacher in the school. If you feel that you can't borrow a basal teacher's guide, let me and you may borrow one of mine. Compare and contrast the basal with the five components listed on page 326 of the 2010 text edition and the essential components found in Putting Reading First. Describe how this particular basal measures up to the five essential components of literacy instruction.

Journal Format

First page - Include your name, the name of the school you visited, the name of the teacher you visited, and all the dates and times of your visits.

Second page - Log sheet (Use NNMC’s College of Education Field Experience Log)

Third, fourth, etc., pages - This is where you record your observations for each day. Use one page per day.

The format for your observations pages should be as follows:

a) Date of visit
b) Name of teacher observed
c) Kind of class observed
d) Activities the class is engaging in; any pertinent observations or events; any events or activities that relate to topics discussed in class or in your readings
e) Reflections on your experiences. Reflect on your experiences, relating them to
what you expect from teaching, your own experiences in school, and what you have studied in class. THIS IS VERY IMPORTANT. Your reflections must be separate from your observations, but on the same page.

Therefore, each day of your observation should contain the information in a - d, in the upper part, and your reflections on the day on the lower half.

Appendix to your Journal:

In this Appendix, the student will describe his/her experiences if participating in activities 1 – 4. See below. Include artifacts in this section of your binder including QRI-4 completed assessment forms and observation artifacts.

In addition to classroom observations, and if the field site approves, teacher candidates in this class may:

1. Attend a faculty, department, instructional team, or School Improvement Team meeting, or interview a member of any of the above.

2. Collect data on student learning, analyze the data, reflect on prior teaching, and develop strategies for improving learning/behavior.
   OR
   Discuss with the Cooperating Teacher how this process is done.

3. Describe or use instructional strategies that engage all students in the learning process.

4. Identify the multiple literacy assessment tools (both formal and informal) used by the Cooperating Teacher to (a) determine areas that need improvement and (b) to develop a plan of improvement for students.

5. Identify teacher behaviors, rules, teaching materials, or other items you would use in your teaching of reading.

XIV. GRADING SCALE:
Grading will be based on class attendance and **acceptable completion** of class assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard and Focused Field Observations</td>
<td>Final Week of Class</td>
<td>50%</td>
</tr>
<tr>
<td>Grading: Field Experience Requirement Rubric Included Below</td>
<td>Final</td>
<td>NNMC SLO 1</td>
</tr>
<tr>
<td>Completion of entire Phonics and</td>
<td>Final</td>
<td>25%</td>
</tr>
</tbody>
</table>
### Linguistic Analysis Workbook
Grading: Pass/Fail: An incomplete workbook will result in a failing grade

<table>
<thead>
<tr>
<th>Week of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Week of Class</td>
</tr>
</tbody>
</table>

### Time Log and Dispositions Checklist
Grading: Pass/Fail: A non-submission of the log and/or dispositions form or a log reflecting fewer than 33 hours will result in a failing grade.

| 
| 
| 
| 
| 

### Grading Scale:

- A = 90% to 100%
- B = 80% to 89%
- C = 70% to 79%
- D = 60 to 69%
- F = under 60%

### XV. ASSESSING STUDENT COMPETENCIES:

**Observation & Critique of Reading Instruction:**

**Daily Observation Journal**

**Rubric for Evaluating Field Experience Requirements:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>The student followed few, if any, of the instructions – 0-15 points</th>
<th>The student followed some of the instructions – 16-20 points</th>
<th>The student followed most of the instructions points 21-25</th>
<th>The student followed the format instructions exactly 26-30 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format of Journal (Journal Style, Format, and Appendix)</td>
<td>The journal is unorganized - 0-15 points</td>
<td>The journal is not easy to read, and is poorly organized -16-20 points</td>
<td>The journal is moderately easy to read, and is somewhat organized -21-25 points</td>
<td>The journal is easy to read, and well organized 26 -30 points</td>
</tr>
<tr>
<td>Organization (well organized, easy to read and clearly outlined)</td>
<td>Spelling, punctuation, and usage are so bad that it is difficult to understand what the student is writing -0-15 points</td>
<td>Fair spelling, punctuation and usage – 16-20 points</td>
<td>Good Spelling, punctuation, and usage -21-25 points</td>
<td>Excellent spelling, punctuation and usage are excellent throughout the journal. 26-30 pts.</td>
</tr>
<tr>
<td>Grammar &amp; Mechanics</td>
<td>Completed NNMC</td>
<td>Time log and/or</td>
<td>Time log reflects</td>
<td>Time log reflects</td>
</tr>
</tbody>
</table>
Log & Dispositions Checklist

| Dispositions Checklist are not included | 0 pts | 0-10 field experience hours | 0 pts | 11-23 hours & Dispositions Checklist is Completed | 7-9 pts | 24-32 hours & Dispositions Checklist is Completed | 10 pts |

XVI. LATE WORK
Your work is due on the date indicated on the syllabus. I will deduct 1 point for each day that your paper is late. If you are absent when an assignment is due, it is your responsibility to turn in the work the following business day. Do not wait until the next class to turn in your work, as this will substantially decrease your grade. In case of an emergency, you can e-mail me your assignment. Each student is responsible for maintaining copies of all completed assignments. Because humans and computers are not error-proof, I advise that you save often when writing papers, and once completed, save one copy to disk and one as a hard copy.

XVII. SPECIAL NEEDS:
NNMCC is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second class meeting. The Special Needs liaison’s phone number is 505-747-2152.

XVIII. INFORMED CONSENT:
Some students may choose to disclose personal information during class. Therefore, it is important that all classmates agree to keep the information discussed in class confidential.

XIV. INCOMPLETE POLICY:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is your responsibility to complete the work according to the parameters of the deadline. The college’s computer automatically changes an “I” to a “F” when the deadline passes.
KNOWLEDGE PRINCIPLE
1. **Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. **Teaching:** The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. **Learning:** The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism:** The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity:** The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism:** The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration:** The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3 (3T + 0L)

II. Semester Taught: Spring 2015

III. Course Time and Place: Thursdays, 6:30 pm – 9:05 pm, at TEC-109

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raul R. Peralta</td>
<td>Northern New Mexico College, High Tech Bldg.,</td>
<td>Fridays from 3:00 to 6:00 PM</td>
</tr>
<tr>
<td></td>
<td>Office 121. Telephone: (505) 747 -5497</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:rperalta@nnmc.edu">rperalta@nnmc.edu</a></td>
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</table>

V. Required Text:

VI. Required Materials or Readings:
Papers presented in section VII--Internet sites and databases.

VII. E-mail Requirement:
All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions. There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Revised January 15, 2015
IX. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment *within the first semester of enrollment in the program.* Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test* (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent applications from being considered. In addition, failure to take/pass the exam will prevent applicants registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary Education (Subtests I and II)
   b. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Course Description:

This course is designed to prepare you to teach the National Council of Teachers of Mathematics Standard 3, K-8, Geometry, and Standard 4, K-8, Measurement. You will also address NCTM Standard 5, K-8, Data Analysis and Probability, integrated with NM Standards 6, 7, 8, 9, and 10. Problem Solving, Reasoning and Proof, Communications, Connections and Representations. You will be assessed based on performance measures designed to demonstrate mastery of mathematical concepts.

You will participate in seminars and observe 10 hours of classroom instruction in the field. Prerequisite: ED 201, 213, 322. (3, 3T+0L)
XI. **Course Objectives:**

This course provides to prospective teachers a direction and assistance for implementing math instruction for their students that allow them to develop mathematical confidence and competence. Specifically, the class is designed to help prospective teachers to:

- Deepen their knowledge and appreciation of mathematics, and presents an extensive collection of explorations for the content areas of the mathematics curriculum, such as, measurement, probability and statistics, geometry and spatial sense, logical reasoning, patterns, functions and algebra, and number and its operations.
- Understand how children learn mathematics for organizing an instructional math program and structuring lessons for cooperative and independent learning.
- Integrate assessment into classroom instruction to measure, accurately, the level of attainment of the students in the math topics they learn.
- Establish a classroom environment that supports children’s learning of mathematics, and develop children’s ability to think and reason mathematically, and help them learn the concepts and skills they need to do so.

**Common Core Standards for Mathematical Practices**

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1. **CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway
rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. **CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. **CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that...
which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. **CCSS.Math.Practice.MP4 Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. **CCSS.Math.Practice.MP5 Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external
mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6. **CCSS.Math.Practice.MP6 Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. **CCSS.Math.Practice.MP7 Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

8. **CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity
in the way terms cancel when expanding \((x - 1)(x + 1), (x - 1)(x^2 + x + 1), \) and \((x - 1)(x^3 + x^2 + x + 1)\) might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**XII. Class Topics, NM Teacher Competencies and Assignments:**

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

**College wide Learning Outcomes:**

1. **Ability to communicate clearly and effectively**
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. **Ability to think critically through analytical, inventive and creative means**
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. **Demonstrate commitment to address cultural, social, and ethical responsibilities**
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. **Demonstrate Proficiency in the use of Current Technology and Innovation**
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic
programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
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<td>1-22-15</td>
<td>• A perspective on arithmetic</td>
<td>1-l: a-d</td>
<td>Quiz 1, due date: 1-28-15 (Blackboard)</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9 Skill 1, 2 Disposition 1, 2 &amp; NNMC SLO #4</td>
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<td>• Common arithmetic errors</td>
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<td>• Number Sense</td>
<td>3-l: a-f</td>
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<td>• Math Vocabulary</td>
<td>4-l: a, b</td>
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<td>• Class Discussion</td>
<td>5-l: a-d</td>
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<td>• Instruction</td>
<td>6-l: a-de</td>
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<td>7-l: a-d</td>
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<td>8-l: a-c</td>
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<td>Quiz 2, due date: 2-4-15 (Blackboard) Paper discussion 1</td>
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<td>• Linking assessment and instruction</td>
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<td>• Managing classroom instruction</td>
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<td>4-l: a, b</td>
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<td>• Instruction</td>
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<td>Homework 1, due date: 2-12-15 Paper discussion 2</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9 Skill 1, 2 Disposition 1, 2 &amp; NNMC SLO #1</td>
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<td>7-l: a-d</td>
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<td>• Probability and Statistics</td>
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<td>• Geometry and Spatial Sense</td>
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<td>• Logical Reasoning</td>
<td>1-l: a-d</td>
<td>Homework 4, due date: 3-5-15 Quiz 4, due date: 3-5-15 (Blackboard) Paper discussion 3</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9 Skill 1, 2 Disposition 1, 2 &amp; NNMC SLO #1</td>
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<td>• Patterns, Functions, and Algebra</td>
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<td>5-l: a-d</td>
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<td>3-26-15</td>
<td>• Multiplication and Division</td>
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<td>4-l: a, b</td>
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<td>4-2-15</td>
<td>• Extending Multiplication and Division</td>
<td>1-l: a-d</td>
<td>Homework 7, due date: 4-9-15 Paper discussion 5</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9 Skill 1, 2 Disposition 1, 2 &amp; NNMC SLO #2</td>
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XIII. Assignment Descriptions/Assessment Criteria:

- Quizzes. They consisting of multiple option questions, and each question has four available answers (a, b, c, or d,) and quizzes will be posted online on the Blackboard. Students have a week to submit their answers, and quizzes are open-book/open-notes evaluations.
- Homework. Evaluations composed of open-ended questions that will measure the level of attainment of the students in solving math problems. After the due date, the instructor will posted the homework solutions, and discuss with the students the results.
- Paper discussions. The instructor will assign one paper to every student enrolled in the class. The student will study, analyze, and present the paper to the class. The instructor will use the rubric presented in appendix A of the syllabus. The list of papers is presented in the next section--"Internet sites or databases."
- Reflections. Students will observe 10 hours in a Math class and will elaborate a meaningful reflection about the different techniques used by their mentor teachers, and how the impact in the learning process. The instructor will posted on Blackboard guidelines for each reflection. The week before final exams, students will submit the "Field Lab Experience Log Sheet" and the

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"Field Placement–Teacher Candidate Dispositions Checklist." In order to grade the reflections, the instructor will use the rubric presented in appendix B of this document.

**Grading Policy**
Field Lab Experience (10 hours of observation)
- Field Lab Experience Log Sheet 5%
- Field Placement – Teacher Candidate Dispositions Checklist 5%
- Reflections 25%

**Homework and quizzes** 20%
**Paper discussions** 5%
**Midterm** 20%
**Final exam** 20%

XIV. **Internet sites or databases**

- Standards for Mathematical Practice, available at: [http://www.corestandards.org/Math/Practice/](http://www.corestandards.org/Math/Practice/)
- Papers:
  - Why Isn't the Mathematics We Learned Good Enough for Today's Students?
  - Improving Student Achievement in Mathematics
  - Teaching and Learning 21st Century Skills - Asia Society
  - Effective Pedagogy in Mathematics
  - Learning Effectiveness Online: What the Research Tell Us
  - Mathematics Teaching for Understanding: Reasoning, Reading, and Formative Assessment

XV. **Late Work:**

Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.
XVI. Students with Disabilities:

Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:

The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading:
99-100: A+
93-98: A
91-92: A-
89-90: B+
Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades. If you are going to use that in your grading be sure the grading scale reflects that grading system.

XX. **Academic Ethics:**

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. **Students are responsible to refer to the Student Handbook for specific policies and procedures.**
Appendix A: Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Objective</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eye Contact</strong> (Non-verbal</td>
<td>Constantly looks at someone or some groups at all times.</td>
<td>Occasionally looks at someone or some groups during presentation.</td>
<td>Only focuses attention to one particular part of the class does not scan audience.</td>
<td>Does not attempt to look at audience at all, reads notes the entire time.</td>
<td>Score</td>
</tr>
<tr>
<td>skills)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Posture</strong> (Non-verbal</td>
<td>Stands up straight with both feet on the ground.</td>
<td>Occasionally slumps during presentation.</td>
<td>N/A</td>
<td>Sits during presentation or slumps.</td>
<td></td>
</tr>
<tr>
<td>skills)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual presentation</strong></td>
<td>Slides clear and lettering large enough for the entire classroom. Tables, graphs used.</td>
<td>Slide lettering is large enough for entire classroom, but some slides are unclear.</td>
<td>Slide lettering approaching acceptable size and some slides are unclear.</td>
<td>Slides are too busy or lettering too small. Too many slides.</td>
<td></td>
</tr>
<tr>
<td><strong>Completeness of Content</strong></td>
<td>Thoroughly explains all points.</td>
<td>Majority of points covered in depth, some points glossed over.</td>
<td>Majority of points glossed over.</td>
<td>One or more points left out.</td>
<td></td>
</tr>
<tr>
<td><strong>Time frame</strong></td>
<td>Presentation falls within required time frame.</td>
<td>N/A</td>
<td>Presentation is more than maximum time.</td>
<td>Presentation is less than minimum time.</td>
<td></td>
</tr>
<tr>
<td><strong>Enthusiasm</strong> (Vocal Skill)</td>
<td>Demonstrates a strong positive feeling about topic during entire presentation.</td>
<td>Occasionally shows positive feelings about topic.</td>
<td>Shows some negativity toward topic presented.</td>
<td>Shows absolutely no interest in topic presented.</td>
<td></td>
</tr>
<tr>
<td>**Professionalism of</td>
<td>Presentation is organized and the interest level of the audience is maintained.</td>
<td>Thoughts articulated clearly, though does not engage audience.</td>
<td>Thoughts don't flow, not clear, does not engage audience.</td>
<td>Mumbles, audience has difficulty hearing, confusing.</td>
<td></td>
</tr>
<tr>
<td>Presentation**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix B: Reflection Rubric

Course: ____________________________________________________  Student: __________________________________________

Date: _____________________________________________________  Overall Score: ____

<table>
<thead>
<tr>
<th>Objective</th>
<th>5 High Proficiency</th>
<th>4 Proficiency</th>
<th>3 Some Proficiency</th>
<th>2 No/Limited Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>Reflection and its purpose are clear to the reader; closely matches the writing task.</td>
<td>Reflection is fairly clear and matches the writing task.</td>
<td>Reflections is somewhat vague OR only loosely related to the writing task.</td>
<td>Reader cannot determine the purpose of the reflection OR it has no relation to the writing task.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Fully &amp; imaginatively supports reflection &amp; purpose. Sequence of ideas is effective. Transitions are appropriate.</td>
<td>Organization supports reflection &amp; purpose. Transitions are mostly appropriate. Sequence of ideas could be improved.</td>
<td>Some signs of logical organization. May have abrupt or illogical shifts &amp; ineffective flow of ideas.</td>
<td>Unclear organization OR organizational plan is inappropriate to the reflection. No transitions.</td>
<td></td>
</tr>
<tr>
<td>Support/Reasoning</td>
<td>Uses sources to support, extend, and inform, but not substitute writer’s own development of idea. Combines material from a variety of sources, including personal observation, scientific data, and authoritative testimony. Doesn’t overuse quotes.</td>
<td>Uses sources to support, extend, and inform, but not substitute writer’s own development of idea. Doesn’t overuse quotes, but may not always conform to required style manual.</td>
<td>Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations &amp; paraphrases may be too long and/or inconsistently referenced.</td>
<td>Neglects important sources. Overuse of quotations or paraphrase to substitute writer’s own ideas. (Possibly uses source material without acknowledgment.)</td>
<td></td>
</tr>
<tr>
<td>Writing conventions/grammar/grammar/usage/punctuation</td>
<td>Essentially error free. Evidence of superior control of diction.</td>
<td>Mechanical and usage errors that do not interfere with meaning.</td>
<td>Repeated weaknesses in mechanics and usage. Pattern of flaws.</td>
<td>Mechanical &amp; usage errors so severe that writer’s ideas are hidden.</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Essay looks neat, crisp, and professional. Use of tables, graphics, pictures to enhance presentation.</td>
<td>Essay looks neat but violates one or two formatting rules. Some use of tables, graphs but marginally enhance presentation.</td>
<td>Essay looks fairly neat but violates some formatting rules. No use of visual aids to enhance presentation.</td>
<td>Essay looks untidy and does not follow basic formatting rules (e.g., margins, headers &amp; footers).</td>
<td></td>
</tr>
</tbody>
</table>
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: TEC 106, 6:00pm-8:30pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Robbins, Ph.D.</td>
<td><a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a> Office: TEC 211 Phone: 505-747-5466</td>
<td>Wed 2:00-6:00pm And by appointment</td>
</tr>
</tbody>
</table>

V. Required Text: No Text Required

   Assignments for this course will require students to use the internet and the library to seek out supportive sources. No one text or website will provide students with all of the information that they will need. The course instructor will provide supplemental readings.

VI. Required Materials or Readings: All students are required to keep a lab manual and will be expected to read materials shared by the instructor and come to classes prepared to discuss content.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance: Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

**ALP requirements:**

Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

Revised January 15, 2015
· Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
· Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test* (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

**X. Catalog Course Description:**
This course is part of a two-semester series (EDU 313 and EDU 423) that prepares teacher credential candidates to use best practices in science and math teaching for K-8 students. Pre-requisite: EDU 201 with a grade of C or better.

**XI. Course Objectives:**
All Education classes at NNM College are competency-based, meaning that students complete assignments that align to the New Mexico State Competencies for Entry-Level Teachers. With this in mind, upon completion of the course we expect that you will:
1. Understand the nature and purpose of teaching constructivist, inquiry-based science and math in the elementary school curriculum, especially FOSS and STC lessons used in northern NM school districts.
2. Be able to understand the importance of visual literacy and how they relate to process thinking skills in science.
3. Make connections between the teaching of science and math in the classroom and why science and math should matter to people in northern New Mexico.

Revised January 15, 2015
4. Explore best methods in teaching science and math to children of diverse ethnic, cultural and linguistic backgrounds.
5. Become knowledgeable of the current National Science Education Standards and Benchmarks (Next Generation Science Standards).
6. Develop or extend an area of science expertise in two of the three content areas of science (Earth/Space and Physical).
7. Increase your confidence as a teacher and learner of math and science.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.
4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment Due</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
</table>
| 1/21  | Introductions  
Contemplative Pedagogy  
Critical Pedagogy  
Course Overview  
Syllabus  
Activity: *The Nature of Science*  
Video: *What is Science*  
https://www.youtube.com/watch?v=YwYEy5AXwlQ | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 | **DUE:** Reflection #1 | A-1,4  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e |
| 1/28  | Lab Scavenger Hunt  
Rewrite Lab Etiquette & Safety  
Schedule Labs  
Lab Manual/Report Organization  
Practice Lab, Manual Use and Lab Report | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 | **DUE:** Reflection #2  
List of 3 choice labs to conduct, directions | A,2,5,6  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e |
| 2/4   | **FIELD DAY-SCIENCE FAIR** | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 | **DUE:** Reflection #3  
Judging HOLY CROSS Science Fair on 2/5  
8am-12pm | A 1,2,4,5,6  
A7: A,B,C,F  
B 7,8,9,10,11  
C1,2,3,4,7,10,11  
E 1a,1b,1c,1d  
E 3b,3c,3d,3e  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e |
| 2/11  | **Lesson Planning for Labs**  
Lesson Plan for Lab#1 | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3 | **DUE:** Reflection #4  
Lesson Plan 1  
Lesson Plan 2 | A 1, 4,  
A7: A,B,C,F  
B 9,10,11  
D 1,2,3,4,6,7,8,  

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Knowledge</th>
<th>Dispositions</th>
<th>Skills</th>
<th>DUE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/18</td>
<td>Lab Manual Instruction</td>
<td></td>
<td></td>
<td></td>
<td>Reflection #5 Research Paper Proposal</td>
</tr>
<tr>
<td></td>
<td>Conduct Lab #1: Crystal Formation</td>
<td></td>
<td></td>
<td></td>
<td>A 1, 4</td>
</tr>
<tr>
<td></td>
<td>Lab #1 Manual Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLASS Observations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library Scavenger Hunt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/25</td>
<td>FIELD DAY- MESA PRIETA</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td>Dispositions 1,2,3</td>
<td>Skills 2</td>
<td>Reflection #6 VISIT TO MESA PRIETA PETROGLYPHS 12-2p.m. 2/21/2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A 1, 4, A7: A,B,C,F B 9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
</tr>
<tr>
<td>3/4</td>
<td>Lesson Plan for Lab #2</td>
<td>Knowledge 3,4,5,6,7,8,9</td>
<td>Dispositions 1,2,3</td>
<td>Skills 2</td>
<td>Reflection #7 Lesson Plan 3</td>
</tr>
<tr>
<td></td>
<td>Conduct Lab #2: Discovering Minerals</td>
<td></td>
<td></td>
<td></td>
<td>A 1, 4, A7: A,B,C,F B 1,2,3,4 E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 J Science b,c,d,e</td>
</tr>
<tr>
<td></td>
<td>Lab #2 Manual Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/11</td>
<td>Lesson Plan for Lab #3</td>
<td>Knowledge 3,4,5,6,7,8,9</td>
<td>Dispositions 1,2,3</td>
<td>Skills 2</td>
<td>Reflection #8 Lesson Plan 4</td>
</tr>
<tr>
<td></td>
<td>Conduct Lab #3: Will it sink or float?</td>
<td></td>
<td></td>
<td></td>
<td>A 1, 4, A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7</td>
</tr>
<tr>
<td></td>
<td>Lab #3 Manual Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised January 15, 2015
| Date  | Activity                                      | Knowledge
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3/18</td>
<td>NO CLASS SPRING BREAK</td>
<td>G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
</tr>
<tr>
<td>3/25</td>
<td>FIELD DAY CLASS OBSERVATIONS ONLINE SCIENCE SEMINAR</td>
<td>Knowledge 3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
</tr>
<tr>
<td></td>
<td>DUE: Reflection #9 Lesson Plan 5</td>
<td>A 1, 4, A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
</tr>
<tr>
<td>4/1</td>
<td>Lesson Plan for Lab #4</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
</tr>
<tr>
<td></td>
<td>Conduct Lab #4: Force &amp; Motion Test your dominant side</td>
<td>DUE: Reflection #10 Lesson Plan 6</td>
</tr>
<tr>
<td>4/8</td>
<td>Lesson Plan for Lab #5</td>
<td>DUE: Outline of Research Paper</td>
</tr>
<tr>
<td></td>
<td>Conduct Lab #5: Plant Biology Leafy Secrets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lab #5 Manual Report</td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>RESEARCH-Library Visit</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
</tr>
<tr>
<td></td>
<td>DUE: Reflection Synthesis Paper</td>
<td>A 1, 4, A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Knowledge</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>4/22</td>
<td>Research Library Visit</td>
<td>Knowledge 3,4,6,7,8,9</td>
</tr>
<tr>
<td>4/29</td>
<td>Research Grand Rounds Lesson Plan for Friday Academy</td>
<td>Knowledge 3,4,6,7,8,9</td>
</tr>
<tr>
<td>5/6</td>
<td>Field Day - Friday Academy</td>
<td>Knowledge 3,4,6,7,8,9</td>
</tr>
<tr>
<td>5/13</td>
<td>Final Exams...</td>
<td></td>
</tr>
</tbody>
</table>

XIII. Assignment Descriptions/ Assessment Criteria:

Requirements and Evaluation:

1. **Attendance and participation (20%)**: All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Students will sign in to each class in order to document attendance; attendance is worth a total of 10% of the overall grade (each class signed into is worth 1%). Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and present a final project. Student participation is worth 10% of the overall grade.

Revised January 15, 2015
2. **Reflection Journal & Paper (10%)**: Each student will keep a reflection journal for the course of the semester. Each week students will make at least one entry based on reflections on course readings and activities. Near the end of the semester, each student will analyze his or her entries and submit a 2-3 page summary of their journal. This is worth 20% of the final grade.

3. **Math & Science Lesson Plans (5%)**: Students will collaborate to develop lesson plans for each lab lesson on math and science topics chosen collectively. Each lesson plan is worth 1% of the final grade; in total, the five lessons amount to 5% of the final grade.

4. **Science Fair Judging (10%)**: Each student will have the opportunity to participate in a local school science fair. Students will observe science fair projects, help judge and tally scores. This is worth 10% of the final grade. Students that cannot attend the scheduled local school science fair will need to develop and submit science fair assignment details and event guidelines.

5. **Lab Manual Reports (20%)**: Students will use lab manuals to record data during labs. Students will complete a lab report within their manuals for each lab. A total of 5 labs will be conducted; thus, a total of 5 lab reports are required.

6. **Classroom Observations (5%)**: All students will complete ten hours of classroom observation evidenced by a Field Lab Experience/Practicum Log Sheet. This is worth 5% of the final grade.

7. **Classroom Observation Report (5%)**: All students will write a one page, single spaced, evaluation report on a one hour classroom observation. This is worth 5% of the final grade.

8. **Research Paper Proposal (5%)**: Students will submit a proposed research topic via email to the professor by 2/18/2015. This is worth 5% of the overall grade.

9. **Research Paper (20%)**: All students will contribute toward an 8-10pg. research paper summarizing their investigations into published sources of information on the topic of teaching science to ELL learners and adapting the lesson on Mexican Jumping Beans for an ELL class. The paper will include evidence from 8-10 cited studies/publications addressing the topic of interest, analysis of this evidence and a conclusion. More information can be found in the *Guidelines for the Research Paper* document.

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:

   **Professional Competency-Based Collection of Artifacts** 20%

Revised January 15, 2015
Field Lab Experience Log Sheet 50%
Classroom Disposition Checklist (Faculty) 5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s) 15%
*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases: TBD

XV. Late Work:
Your work is due on the date indicated on the syllabus. Your work is due on the date indicated on the syllabus. All assignments are expected to be completed and submitted on time (by 6:00 p.m. on the due date unless noted otherwise). If you believe you will not be able to turn in an assignment on time please contact me as soon as possible. Five percentage points will be taken off the assignment's final grade for every day the assignment is late.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

Revised January 15, 2015
XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: TEC 106, 6:00pm-8:30pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Robbins, Ph.D.</td>
<td><a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a> Office: TEC 211 Phone: 505-747-5466</td>
<td>Wed 2:00-6:00pm And by appointment</td>
</tr>
</tbody>
</table>

V. Required Text: No Text Required

Assignments for this course will require students to use the internet and the library to seek out supportive sources. No one text or website will provide students with all of the information that they will need. The course instructor will provide supplemental readings.

VI. Required Materials or Readings: All students are required to keep a lab manual and will be expected to read materials shared by the instructor and come to classes prepared to discuss content.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance: Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

Revised January 15, 2015
· Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
· Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Course Description:
This course is part of a two-semester series (EDU 313 and EDU 423) that prepares teacher credential candidates to use best practices in science and math teaching for K-8 students. Pre-requisite: EDU 201 with a grade of C or better.

XI. Course Objectives:
All Education classes at NNM College are competency-based, meaning that students complete assignments that align to the New Mexico State Competencies for Entry-Level Teachers. With this in mind, upon completion of the course we expect that you will:
1. Understand the nature and purpose of teaching constructivist, inquiry-based science and math in the elementary school curriculum, especially FOSS and STC lessons used in northern NM school districts.
2. Be able to understand the importance of visual literacy and how they relate to process thinking skills in science.
3. Make connections between the teaching of science and math in the classroom and why science and math should matter to people in northern New Mexico.
4. Explore best methods in teaching science and math to children of diverse ethnic, cultural and linguistic backgrounds.

5. Become knowledgeable of the current National Science Education Standards and Benchmarks (Next Generation Science Standards).

6. Develop or extend an area of science expertise in two of the three content areas of science (Earth/Space and Physical).

7. Increase your confidence as a teacher and learner of math and science.

XII. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment Due</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
</table>
| 1/21  | Introductions  
Contemplative Pedagogy  
Critical Pedagogy  
Course Overview  
Syllabus  
Activity: *The Nature of Science*  
Video: What is Science [https://www.youtube.com/watch?v=YwYEy5AXwIQ](https://www.youtube.com/watch?v=YwYEy5AXwIQ) | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 | DUE: Reflection #1 | A-1,4  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e |
| 1/28  | Lab Scavenger Hunt  
Rewrite Lab Etiquette & Safety  
Schedule Labs  
Lab Manual/Report Organization  
Practice Lab, Manual Use and Lab Report | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 | DUE: Reflection #2  
List of 3 choice labs to conduct, directions | A,2,5,6  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e |
| 2/4   | **FIELD DAY-SCIENCE FAIR**  
Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 | DUE: Reflection #3  
Judging HOLY CROSS Science Fair on 2/5 8am-12pm | A 1,2,4,5,6  
A7: A,B,C,F  
B 7,8,9,10,11  
C1,2,3,4,7,10,11  
E 1a,1b,1c,1d  
E 3b,3c,3d,3e  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e |
| 2/11  | **Lesson Planning for Labs**  
Lesson Plan for Lab#1 | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3 | DUE: Reflection #4  
Lesson Plan 1  
Lesson Plan 2 | A 1, 4,  
A7: A,B,C,F  
B 9,10,11  
D 1,2,3,4,6,7,8, |
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Details</th>
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<tbody>
<tr>
<td>2/18</td>
<td>Lab Manual Instruction</td>
<td>Conduct Lab #1: Crystal Formation</td>
<td>Reflection #5 Research Paper Proposal</td>
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<td>Lab #1 Manual Report</td>
<td>A 1, 4,</td>
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<td>CLASS Observations</td>
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<td>Library Scavenger Hunt</td>
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<td>2/25</td>
<td>FIELD DAY-MESA PRIETA</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>Reflection #6 VISIT TO MESA PRIETA PETROGLYPHS 12-2 p.m. 2/21/2015</td>
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<td>Lesson Plan for Lab #2</td>
<td>Knowledge 3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>Reflection #7 Lesson Plan 3</td>
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<td>Conduct Lab #2: Discovering Minerals</td>
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<td>Lab #2 Manual Report</td>
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<td>Lesson Plan for Lab #3</td>
<td>Knowledge 3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>Reflection #8 Lesson Plan 4</td>
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<td>Conduct Lab #3: Will it sink or float?</td>
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<td>Lab #3 Manual Report</td>
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Revised January 15, 2015
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<td>FIELD DAY</td>
<td>Knowledge 3,4,5,6,7,8,9</td>
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<td>CLASS OBSERVATIONS ONLINE</td>
<td>Dispositions 1,2,3</td>
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<td>SCIENCE SEMINAR</td>
<td>Skills 2</td>
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<td>DUE: Reflection #9 Lesson Plan 5</td>
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<td>4/1</td>
<td>Lesson Plan for Lab #4</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td>A 1, 4</td>
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<td>Conduct Lab #4:</td>
<td>Dispositions 1,2,3</td>
<td>A7: A,B,C,F</td>
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<td>Force &amp; Motion</td>
<td>Skills 2</td>
<td>B 7,8,9,10,11</td>
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<td>Test your dominant side</td>
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<td>C1,2,3,4,7,10,11</td>
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<td>Lab #4 Manual Report</td>
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<td>D 1,2,3,4</td>
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<td>F 1,2,4,5,6,7</td>
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<td>G 1,2,3,5,8</td>
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<td>I 3</td>
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<td>J Science b,c,d,e</td>
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<tr>
<td>4/8</td>
<td>Lesson Plan for Lab #5</td>
<td>Knowledge 3,4,6,7,8,9</td>
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<td>Conduct Lab #5:</td>
<td>Dispositions 1,2,3</td>
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<td>Plant Biology</td>
<td>Skills 2</td>
<td>B 7,8,9,10,11</td>
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<td>Leafy Secrets</td>
<td></td>
<td>C1,2,3,4,7,10,11</td>
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<td>Lab #5 Manual Report</td>
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<td>D 1,2,3,4</td>
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<td>F 1,2,4,5,6,7</td>
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<td>4/15</td>
<td>RESEARCH- Library Visit</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td>A 1, 4</td>
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<td>Dispositions 1,2,3</td>
<td>A7: A,B,C,F</td>
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<td>Date</td>
<td>Activity</td>
<td>Knowledge Levels</td>
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<td>4/22</td>
<td>RESEARCH - Library Visit</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
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<tr>
<td>4/29</td>
<td>RESEARCH GRAND ROUNDS</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td></td>
<td>DUE: Classroom Observation Log &amp; Report</td>
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<tr>
<td></td>
<td>Lesson Plan for Friday Academy</td>
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<td>Prepare Science Lab Lesson for Friday Academy</td>
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<td></td>
<td>PREPARE LAB FOR FRIDAY ACADEMY</td>
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<th>Activity</th>
<th>Knowledge Levels</th>
<th>Skills</th>
<th>Due</th>
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<tbody>
<tr>
<td>5/6</td>
<td>FIELD DAY - FRIDAY ACADEMY</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td></td>
<td>DUE: FRIDAY 5/8/15 ASSIST FRIDAY ACADEMY SCIENCE LAB</td>
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<tr>
<td>5/13</td>
<td>FINAL EXAMS...</td>
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<td>DUE: Research Paper</td>
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XIII. Assignment Descriptions/ Assessment Criteria:

_Requirements and Evaluation:_

1. **Attendance and participation (20%)**: All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Students will sign in to each class in order to document attendance; attendance is worth a total of 10% of the overall grade (each class signed into is worth 1%). Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and present a final project. Student participation is worth 10% of the overall grade.

Revised January 15, 2015
2. Reflection Journal & Paper (10%): Each student will keep a reflection journal for the course of the semester. Each week students will make at least one entry based on reflections on course readings and activities. Near the end of the semester, each student will analyze his or her entries and submit a 2-3 page summary of their journal. This is worth 20% of the final grade.

3. Math & Science Lesson Plans (5%): Students will collaborate to develop lesson plans for each lab lesson on math and science topics chosen collectively. Each lesson plan is worth 1% of the final grade; in total, the five lessons amount to 5% of the final grade.

4. Science Fair Judging (10%): Each student will have the opportunity to participate in a local school science fair. Students will observe science fair projects, help judge and tally scores. This is worth 10% of the final grade. Students that cannot attend the scheduled local school science fair will need to develop and submit science fair assignment details and event guidelines.

5. Lab Manual Reports (20%): Students will use lab manuals to record data during labs. Students will complete a lab report within their manuals for each lab. A total of 5 labs will be conducted; thus, a total of 5 lab reports are required.

6. Classroom Observations (5%): All students will complete ten hours of classroom observation evidenced by a Field Lab Experience/Practicum Log Sheet. This is worth 5% of the final grade.

7. Classroom Observation Report (5%): All students will write a one page, single spaced, evaluation report on a one hour classroom observation. This is worth 5% of the final grade.

8. Research Paper Proposal (5%): Students will submit a proposed research topic via email to the professor by 2/18/2015. This is worth 5% of the overall grade.

9. Research Paper (20%): All students will contribute toward an 8-10pg. research paper summarizing their investigations into published sources of information on the topic of teaching science to ELL learners and adapting the lesson on Mexican Jumping Beans for an ELL class. The paper will include evidence from 8-10 cited studies/publications addressing the topic of interest, analysis of this evidence and a conclusion. More information can be found in the Guidelines for the Research Paper document.

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:
   Professional Competency-Based Collection of Artifacts*  20%

Revised January 15, 2015
Field Lab Experience Log Sheet  
Classroom Disposition Checklist (Faculty)  
Field Placement Disposition Checklist (Mentor)  
Self-Assessment Disposition Checklist  
Additional Artifact(s)  

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases: TBD

XV. Late Work:
Your work is due on the date indicated on the syllabus. All assignments are expected to be completed and submitted on time (by 6:00 p.m. on the due date unless noted otherwise). If you believe you will not be able to turn in an assignment on time please contact me as soon as possible. Five percentage points will be taken off the assignment’s final grade for every day the assignment is late.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.
XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: Hybrid online and face to face. Face to face meetings: January 24th, March 7th (BA only); April 11th; and May 9th

IV. Instructor Information:

| Instructor: Rose Chiovitti-Cavalcante | Communication Information: rcavalcante@nnmc.edu 747-5463 | Office Hours: TU: 2-4 pm We 3-4 TH: 2-4 pm |

V. Required Text:


And


VI. Required Materials or Readings: Supplemental materials are provided online in blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Note that faculty will not communicate with you through your personal email.

VIII. Attendance:

Attendance is required for all class sessions. There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Course Description:

Revised July 3, 2014
NNMC COE envisions to educate professionals who possess a solid theoretical foundation in education. This foundation will allow future professionals in education to make sophisticated and informed decisions in the field. This course will help you, as a COE student, to develop this needed theoretical foundation and a critical view of various educational practices. In this course you will learn about or review some aspects related to the social, emotional, physical, and cognitive development of students and critically examine theories that enable teachers to become effective practitioners.

In addition, you will learn, understand, and start to use the foundation of different theories of education and learning to plan for instruction in the classroom. In addition, you will understand the role of regular education teachers in teaching students with special needs in the classroom, the main characteristics of the 13 disabilities covered under IDEA and strategies you can use to address those students needs in the classroom. This course is designed to develop:

- Inquiry-oriented teachers
- Life-long learners and teachers
- Self-reflective teachers
- Teachers who are familiar with theoretical knowledge
- Critical thinkers
- A community of learners who share thoughts and ideas both orally and in writing.

* BA Students!
The ED 450 class is a NNMC Writing Intensive Course where BA students will develop and improve their writing skills to communicate within the fields of education. That means that BA students will have more writing assignments embedded into the course and additional face to face meetings as compared to their ALP peers.

X. Course Objectives:

The New Mexico Teacher Competencies for entry-level teachers addressed by this course are:
A: 2, 3, 8A, 8B, 8D, 8H; B: 1, 2, 3, 4, 6, 7; C: 3, 5; 7 E: 2d; F: 1, 2; G: 2; H: 2, 3, 4, 8, 9, 11; I: 1, 2, 3;
K: 2, 3, 9, 14

Areas of the COE Conceptual Framework addressed in this course are:
Knowledge Principles: 1, 2, 4, 7, and 8
Skills: 1
Dispositions: 1, 2, and 3

NNMC College Wide Goals

1) Communication
NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.
NNMC 1.b - Speak coherently and appropriately for various audiences and situations.
NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.
2) Critical Thinking
NNMC 2.a – Analyze and synthesize information

NNMC 2.d – Function as independent thinkers and as members of collaborative groups.

3) Cultural Competence
NNMC 3.a - Understand and appreciate cultural diversity

4) Information Competency and Research
NNMC 4.b - Locate relevant information in printed and electronic from and credit it properly

NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

NNMC 4.f - Use the internet to communicate effectively through e-mail and other communication tools.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
<th>NNMC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/11/15</td>
<td>IDEA disabilities and Inclusion</td>
<td>A 3, 8B, 8D B 2,3,4,6 C5 E 2d</td>
<td>F 1 H 2,3,9 I 2 K 9</td>
<td>Research Paper and Power Point Presentation</td>
<td>K 2,4,6,7,8,9 S 1 D 1,2,3</td>
</tr>
<tr>
<td>05/09/15</td>
<td>Diversity in the classroom</td>
<td>A, 2, 8A, 8B, 8D, 8H B1,2,3,4,6,7 C 3,5,7</td>
<td>F 1,2 H 9 I 1,2,3 K 3,9</td>
<td>Lesson Plan addressing one of Gardner’s Multiple Intelligences</td>
<td>K 1,2,3,4,6,7,8 S 1.2 D 1,2,3</td>
</tr>
</tbody>
</table>

XII. Assignment Descriptions/Assessment Criteria:

1) Research paper
Directions
The context:
You are a special education expert that have been invited to teach a professional development seminar for regular education teachers in a public school district. The
district is planning to implement the full inclusion of students with special needs next year and this professional development is intended to provide regular education teachers with information about the different disability categories under IDEA (The Individual with Disabilities Act) and the instructional strategies (accommodations and modifications) that teachers can use to address the needs of these students in the classroom.

- You will write a 12 page research paper, using APA style on one of the disabilities covered under the IDEA (Individuals’ with Disability Education Act).

To learn more about APA go Purdue University’s writing center website. There you will find, not only the guidelines to use APA style correctly in your paper, but also other materials and resources to help you with your writing. The site is [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/). The paper should include at least a cover page, a references page, and an abstract. The references should also be cited in the body of the paper following APA style.

In your paper you should address the following questions (do not write your paper in a question/answer format. Only use those questions to help you think critically about the topic as you write your paper).

1) What is this disability all about (its characteristics, signs, symptoms and associated behaviors)?
2) How is this disability expressed in the classroom (in terms of learning and social behaviors)?
3) What are the advantages and disadvantages of including these students in the regular classroom?
4) What can a regular education teacher (alone or in collaboration with a SPED teacher) do to address the needs of her students with this disability in the classroom/school?

- You will also prepare a power presentation of your paper and present it as it was a professional development workshop to teachers in a particular school district. In addition to the power point, you will bring relevant resources (in the form of handouts) that you have found on the topic and that will be useful for “the teachers” (your classmates) in the district. Among the resources/handouts, you should include a copy of your annotated bibliography and list of sites that you used to write your paper.

- Note that one section of your final paper will be a discussion of the pros and cons of inclusion. This section should have been worked already through your first assignment. For the paper you will only need to modify it to fit the narrative flow of your paper.

A power point with guidelines on how to prepare an effective power point

Revised July 3, 2014
presentation has been provided within the online course as a resource for you. Consult it to ensure that you will have a successful presentation. Also, consult the rubric provided to endure you are meeting the grading expectations.

You will submit to the instructor:

a) An APA style paper on the topic chosen (you can submit a hard copy or you can submit it online. If you choose to submit it online, please attach your paper rather than cutting and pasting it on blackboard. This will prevent your paper from losing its formatting.

b) BA students will be required to submit a rough draft of their papers stamped by the Writing Center (writing center tutors should check your paper for both APA style problems as well as grammar problems).

c) Power point presentation with useful handouts for classmates (in addition to other materials, the handout should include the citations on your paper).

The paper and the presentation will be graded according to a rubric provided in your online course.

2) Assignment 1- Pros and Cons of Inclusion

This first assignment is designed to help you to reflect on the different positions held by researchers on the topic of inclusion. You will conduct a literature review establishing a controversy.

Directions:

- Context: You are a special education director in a district trying to decide if you will recommend to the district’s superintendent the full inclusion of students with special needs next school year. With that in mind, you are trying to address the following: “What does research say about the pros and cons of inclusion?” I have posted on our course website a list of articles in favor of inclusion and a list of articles against inclusion. Read at least two articles from each list and then write a 3 page paper (which will later be slightly modified to be used as a section of your final research paper) establishing this controversy through a summary of the opposing views (Note: You are not being asked to have or develop your own thesis – just summarize the controversy and write a conclusion based on what you have read).

3) Assignment 2 (for BA students only)– Annotated Bibliography

Using NNMC research databases and research engines, conduct a literature review on the topic of your disability. Find at least 6 academic sources (journal articles and books) for your annotated bibliography. Remember that it takes some time for the NNMC library to acquire journal articles and books through interlibrary loan, so start this assignment preferably in your first week of class.

For each article or book chapter you use, you should provide the title and the authors, a summary of the content and main points. You should also discuss how do you think the information provided by the article will contribute to your paper and in what section of the paper you are planning to use it (when

Revised July 3, 2014
discussion the characteristics of the disability, when discussion interventions, etc.). Each summary should have about 200 to 250 words.

4) Assignment 3– MI Reflection I (for BA students only)
Write a 3 to 4 pages reflection addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)
- What was my first reaction to the assignment of writing a lesson plan and presenting a lesson based on one of Garner’s Multiple Intelligence?
- What am I excited about it? What are the difficulties I expect to have with this assignment?
- As a read chapters 1 and 2 of the Armstrong book, what were the results of my MI inventory? Was it a surprise?
- How did this activity started me thinking about the MI lesson and lesson plan?

5) Assignment 4 – MI Reflection II
Write a 3 to 4 pages reflection addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)
- As I read chapters 3, 5 and 6 of the Armstrong book and deepened my knowledge about how to adapt curriculum and teaching strategies to students based on different MIs, what ideas are coming to my mind about how I can use the (fill in the blank with the intelligence you chose for your MI lesson) intelligence in my lesson?
- What will the topic of my lesson be? Why did I choose this topic?
- What has been my thought process (describe the steps) to arrive at the final format for my lesson?
- What’s my rational/explanation for using the materials and strategies I chose? Why do I think those materials and strategies will be appropriate for the students in my class who have the (fill in the blank with the intelligence you chose for your MI lesson) intelligence?
- How and why do I expect my lesson to be able to teach and motivate a student with a developed (fill in the blank with the intelligence you chose for your MI lesson) intelligence? How do I expect my lesson to affect a student who does NOT have this intelligence developed?

6) Multiple Intelligence” Lesson
Individually or in groups of 2 students you will write a lesson Plan in any topic and for any age group (5 to 18) you choose. The lesson will be written having in mind one particular kind of Gardner's Intelligences. So, you may choose, for example, to write and teach a lesson on geometric shapes, for first grade students and emphasizing the musical intelligence. In your lesson plan you should specify the activities you will use, the materials you will need, etc. and the type of intelligence you are addressing (use lesson plan template provided in the online course). You will teach this lesson to the class. So you should bring the
appropriate materials to teach it. Your lesson should not be longer than 20 minutes and you should teach it as you would teach the grade for which the lesson is for. * You will not talk ABOUT your lesson but will actually teach the lesson.

7) **Weekly On-Line Discussions**

Each week you will read a certain number of assigned chapters in your textbooks and will answer the “questions of the week”. You will post our answers on the online discussion board using a minimum of 150 words for each question. You must then read and respond to at least 2 other students’ postings, offering evidence that either supports or challenges the other students’ interpretations/positions. Your answers should contain at least 80 words each. In your postings and answers, you should follow the “online discussion guidelines” provided.

A.) **Required Professional Competency-Based Artifact**

**Research Paper and Multiple Intelligence Lesson**

**Field Lab Experiences:** Not Applicable

B.) **Required Professional Competency-Based Artifact Rubric**

**Multiple Intelligence Lesson - Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No Credit (0)</th>
<th>Meets Standards (1)</th>
<th>Exceeds Standards (2)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Standards</td>
<td>Content standards are not addressed or do not align to the activities of the lesson</td>
<td>Lesson plan demonstrates knowledge of state standards.</td>
<td>Lesson plan shows knowledge of state standards and aligns those standards to teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Goals are not included or do not align with the objectives and content of the lesson</td>
<td>Lesson plan describes and aligns goals to state standards, objectives or content of the lesson.</td>
<td>Lesson plan describes and aligns goals to the state standards, objectives and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>Objectives are not included or do not align with the goals or content of the lesson</td>
<td>Lesson plan lists objectives and aligns objectives to the state standards, goals or content of the lesson.</td>
<td>Lesson plan lists objectives. Objectives are aligned to the teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Materials necessary to teach the lesson are not included.</td>
<td>Most of the materials required to teach the lesson are included in the lesson plan.</td>
<td>All materials required to teach the lesson are included in the lesson plan.</td>
<td></td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>Teaching strategies are not described or included in the lesson plan or are not coherent with the type of intelligences it is</td>
<td>Teaching strategies are described in sufficient detail and are somewhat coherent with the target intelligences.</td>
<td>Teaching strategies are described in sufficient detail and include question prompts and/or teaching resources such as graphic organizers,</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessments are omitted or are not aligned to the goals, objectives, and target intelligence.</td>
<td>Lesson plan includes appropriate assessments of student learning and are somewhat coherent with the target intelligences.</td>
<td>Lesson plan includes multiple assessments of student learning that are coherent to the target intelligences.</td>
<td></td>
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<td>------------------</td>
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<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Content of the lesson demonstrates a lack of understanding of the content area.</td>
<td>Content of the lesson indicates understanding of the content area.</td>
<td>Content of the lesson indicates that the candidate understands instructional goals and strategies and the content area.</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Lesson lacks consideration for students’ diversity.</td>
<td>Lesson connects instruction with students’ lives, interests and instructional needs.</td>
<td>Lesson plan clearly and explicitly connects to students’ lives, interests and instructional needs.</td>
<td></td>
</tr>
<tr>
<td>LESSON PRESENTATION</td>
<td>Semi-Total =</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>The instructional techniques used are not consistent with the type of intelligence it attempts to address.</td>
<td>Most of the instructional techniques used are consistent with the target intelligence.</td>
<td>The instructional techniques used are consistent with the target intelligence.</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>The materials used by the teacher for the lesson are neither interesting nor consistent with the target intelligence.</td>
<td>The majority of the materials used by the teacher for the lesson are interesting/motivating and consistent with the target intelligence.</td>
<td>The materials used by the teacher for the lesson are interesting and motivating for the students and consistent with the target intelligence.</td>
<td></td>
</tr>
<tr>
<td>Semi Total</td>
<td>Semi Total =</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research Paper and Power Point Presentation – Rubric

<table>
<thead>
<tr>
<th>PAPER</th>
<th>Excellent – 3 points</th>
<th>Competent -2 points</th>
<th>Needs Improvement-1 point</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE/CONTENT</td>
<td>Student demonstrates depth and sound knowledge of content. Strategies presented are relevant and applicable to regular classrooms. The student has researched relevant sources of information.</td>
<td>Student demonstrates reasonable knowledge of content. Strategies presented are somewhat useful and relevant to be applied in regular classrooms. The sources of information are somewhat reliable.</td>
<td>Student does not demonstrate much knowledge about the topic. Strategies presented are not relevant or appropriate for use in regular classrooms. The information sources are not reliable.</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION/Writing</td>
<td>The paper is well written and organized. It contains appropriate citations and references to academic sources (using APA style). It has a bibliography page. It is typed in double space. The sentences are coherent and grammatically correct.</td>
<td>The paper is reasonably written and organized. It contains some appropriate citations and references. It has a bibliography page (APA style). Most sentences are coherent and grammatically correct.</td>
<td>The paper is not well written or organized. It does not contain appropriate citations and references. It either does not have a bibliography page or has an incomplete one. It presents many grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>
### XIII. Internet sites or databases

### XIV. Late Work:
Your work is due on the date indicated on the syllabus.

a) Discussions posted after the due dates will receive a grade of ZERO. No make up discussions will be accepted.

b) Late assignments can be either accepted or rejected on a case by case basis to the discretion of the instructor. In case the assignment is accepted, it will suffer a grade reduction also to the discretion of the instructor.

### XV. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Accessibility Resource liaison at NNMC is Verna Trujillo, 505-747-2152 or v.trujillo@nnmc.edu.

### XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not
poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

Grades will be distributed as follows:

BA students:

1) Weekly on line discussions - 20%
2) Final Research paper and power point presentation – 20%
3) MI Lesson and presentation – 20%
4) Assignment 1 – pros and cons of inclusion – 10%
5) Assignment 2- Annotated bibliography- 10%
6) Assignment 3- MI lesson -reflection I – 10%
7) Assignment 4- MI lesson reflection II – 10%

ALP students:

1) Weekly on line discussions - 30%
2) Final Research paper and power point presentation – 25%
3) MI Lesson and presentation – 25%
4) Assignment 1 – pros and cons of inclusion – 10%
5) Assignment 4- MI lesson reflection II – 10%

A+ =100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources;
2) presenting an author’s ideas as though they were your own original ideas; or 3) using work by another student with your name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department (COE Committee) or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. Online discussions guidelines
The online discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content.

Online discussions should be a learning experience for all students. Postings and replies should be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard email and not posted on the discussion board.

XXII. Complaints policy
The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted at the COE. The same process applies in case on harassment issues (see student handbook for how to handle harassment situations).

XXIII. ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.
Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary Education
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2014
   * Hybrid (class meetings and Blackboard component)
   * 10 hours of Field Placement observations

III. Course Time and Place:
   TEC 106
   Saturday Meeting dates: 2/7, 3/14, & 4/25
   Blackboard requirements (supplemental)

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Contact Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
</table>
| Dr. Kristy Pruitt | 505.747.5462
kristy.pruitt@nnmc.edu | As needed by appointment due to field observations |

V. Required Text:

VI. Required Materials or Readings: Blackboard participation and online access needed

VII. Attendance: Attendance is required for all class sessions.

   There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

   Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

VIII. Course Description: This course is designed to give teacher candidates an overview of effective strategies for engaging and efficiently managing adolescent learners.

IX. New Mexico Initial Licensure requirements:
   * ALP requirements:
     Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
     Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Course Objectives:
Classroom Management: Knowledge Principle 6, Knowledge Principle 8 Characteristics of Adolescent Learners: Knowledge Principle 2, Knowledge Principle 4, Knowledge Principle 3
Strategies for working with English Language Learners: Knowledge Principle 2, Skills: Utilization of Technology Student Engagement: Knowledge Principle 2, Dispositions 1,2, and 3, Knowledge Principles 3 and 4.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below. NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

College wide Student Learning Outcomes (SLOs):

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)/ Text Chapter(s)</th>
<th>Measureable Artifacts</th>
<th>NM Teacher Competency Knowledge, Skill, or Disposition # in the Conceptual Framework; SLOs</th>
</tr>
</thead>
</table>
| February 7       | Chapter 1: Techniques 1-5  
✓ Ice Breakers  
✓ Learning Targets/NNMU Lesson Plan Template  
✓ Inquiry-based Learning/Problem-based Learning  
✓ Designing Assessments: Obtrusive, Unobtrusive, and Student-Generated Assessments  
✓ Tracking Student Progress  
✓ Marzano’s 4-point Grading Scale   | • Icebreaker Activity 
• Learning Targets – model  
• Labs (Artifact #1):  
  ➢ ‘Roller Coaster’ Lab (inquiry-based learning/problem-based learning & formative assessments)  
  ➢ “The Challenge” Lab   | 1-12  
(1-3, 5-10, 12)  
NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2  
SLOs 1-4 |
| February 21      | Read Chapters 2 & 3                                                                     | Discussion Thread:  
1. Review the article, Conferring Notes by C. Tovani and review the strategy, Thick and Think Partner.  
2. Discuss your thoughts (via discussion thread) regarding the strategy, Thick and Thin (suggested prompts: Does the strategy promote facilitation from the teacher? How will the teacher keep track of discourse?)   | 1-12  
(1-3, 5-10, 12)  
NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2  
SLOs 1-4 |
|                  |                                           | Module Assignment:  
1. Review all PowerPoint slides  
2. PowerPoint Slides 6 – 15 are examples of activities for Student-Generated Assessments.  
3. (Artifact #2) - Review all of the  |                                           |

*Mid-Term March 9-13 – Artifact #2 is due by 3/13
<table>
<thead>
<tr>
<th>Date</th>
<th>Watermark</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 14</td>
<td>Chapters 4, 5, &amp; 7</td>
<td>• Rigor and Relevance Framework – complete modified NNMC Lesson Plan to include R&amp;R implementation (Artifact #3)</td>
</tr>
<tr>
<td></td>
<td>✓ Student Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Rigor and Relevance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Framework or Data Driven</td>
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<td></td>
<td>Instruction</td>
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<td></td>
<td>✓ Climate and Culture</td>
<td></td>
</tr>
<tr>
<td>March 21</td>
<td>Socioeconomic Awareness:</td>
<td>Discussion Thread:</td>
</tr>
<tr>
<td></td>
<td>Blackboard Hybrid Module</td>
<td>1. Read Ruby Payne's &quot;Working with Parents&quot; article</td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td>2. Read and respond to the article (via discussion thread) specifically pointing out ways in which you plan on applying one or more of Payne's suggestions for involving parent(s)/guardian(s) (examples: museum format, having food, newsletter, phone system, etc...). Respond and reflect using the discussion board forum.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module #2 Assignment:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Read Ruby Payne's description of Definitions and Resources (handout)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Read and reflect to Scenario #4 (Maria and Noemi) and Scenario #6 (Juan and Ramon). Write a reflection (Artifact #4) regarding the two scenarios. Please discuss both articles in your reflection (label scenarios #4 and #6). You may discuss similarities and differences, but you do not have to organize your discussion in this manner; instead, you may discuss each scenario independently.</td>
</tr>
<tr>
<td>April 4</td>
<td>Teacher Leadership using</td>
<td>Discussion Thread:</td>
</tr>
<tr>
<td></td>
<td>the following website:</td>
<td>1. The discussion thread will part of the module (see below)…</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-and-the-common-core">http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-and-the-common-core</a></td>
<td>Module #3 Assignment:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Review the following website (Professional Development: Instructional Leadership and the Common Core for Grades K-12): <a href="http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-and-the-common-core">http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-and-the-common-core</a></td>
</tr>
</tbody>
</table>
2. What's in this Module?
   1. User's Guide
   2. PowerPoint Presentation
   3. Activity: Reflecting on Actions
   4. Activity: Getting to Measurable, Meaningful Metrics
   5. Activity: Building Capacity for the Work
   6. Discussion: Staying Engaged

3. Pick one of the activities from the module (#’s 3 – 5) and complete the assignment (Artifact # 5)

April 25
Chapters 6 & 8
- Establish Environment
- Disciplinary Interventions
- Withitness
- Student Types, Characteristics, and Behavior Actions
- SHARE CLASSROOM MANAGEMENT PLAN (CMP) (Final Exam Project)

1-12
(1-3, 5-10, 12)
NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2
SLOs 1-4

XII. Assignment Descriptions/ Assessment Criteria:

XIII. Assignment Descriptions/ Assessment Criteria:
   A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:
   Professional Competency-Based Collection of Artifacts* 20%
   Field Lab Experience Log Sheet 50% 20%
   Classroom Disposition Checklist (Faculty) 5%
   Field Placement Disposition Checklist (Mentor) 5%
   Self-Assessment Disposition Checklist 5%
   Additional Artifact(s) 15% 70%:
   - CBA – Classroom Management Plan 25%
   - Artifacts 1-5 (@ 5 each) 25%
   - Field Observation Reflections 10%
   - Discussion Threads 10%

   *For courses that require 10 hours or fewer of field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:
BA – ED213, ED 311, ED 474, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric
C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases

- [http://www.ascd/publications/educational-leadership/may12/vol69/num08/New-Teachers-Face-Three-Common-Challenges.aspx](http://www.ascd/publications/educational-leadership/may12/vol69/num08/New-Teachers-Face-Three-Common-Challenges.aspx)
- [http://712educators.about.com/od/discipline/Classroom_Discipline_Resources.htm](http://712educators.about.com/od/discipline/Classroom_Discipline_Resources.htm)
- [http://ped.state.nm.us/ped/CCDocuments/5ThingsCCSS_Davis.pdf](http://ped.state.nm.us/ped/CCDocuments/5ThingsCCSS_Davis.pdf)
- [http://newmexicocommoncore.org/](http://newmexicocommoncore.org/)
- [http://www.youtube.com/watch?v=zt9rj76AsLE](http://www.youtube.com/watch?v=zt9rj76AsLE)
- [http://www.youtube.com/watch?v=jC3D7O-ByLE](http://www.youtube.com/watch?v=jC3D7O-ByLE)
- [http://www.youtube.com/watch?v=jC3D7O-ByLE](http://www.youtube.com/watch?v=jC3D7O-ByLE)
- [http://www.youtube.com/watch?v=j1CF1Rg_Pmo](http://www.youtube.com/watch?v=j1CF1Rg_Pmo)

XV. Late Work:
Your work is due on the date indicated on the syllabus. Significant points may be deducted for late work (see rubric for details.

XVI. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email;
v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVIII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: 9:00 a.m. to 5:00 p.m. scheduled Sundays. TEC 109

   This is a day long course, please be advised that one unexcused absence will result in a failing grade.

   This is a blended course consisting of face-to-face meetings and instructional modules accessed at blackboard.nnmc.edu

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Katherine M. Duran</th>
<th>Communication Information: <a href="mailto:Katherine.duran@nnmc.edu">Katherine.duran@nnmc.edu</a></th>
<th>Phone: 575-741-0195</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours: Online and by appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings:
   NM-RTI Manual-Framework
   Ruby Payne- *A Framework for Understanding Poverty*
   *readings and materials will also be shared on blackboard.nnmc.edu

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Revised January 15, 2015
VIII. Attendance:
Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

· Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
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1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
X. Catalog Course Description:
475 CURRICULUM METHODS AND MATERIALS FOR SPECIAL EDUCATION you will focus on teacher knowledge and application skills in teaching curricula aligned with Common Core State Standards. You will explore areas of individualized modifications and/or accommodations when the general education curriculum is not appropriate. You will address instructional strategies in meeting the needs of the special learner with transitions a major component, with emphasis on the application of technology to support teaching and learning. You will address and integrate the Individual Education Plan (IEP) throughout the learning process.
Prerequisite: ED 201, 213, and passing NMTA Basic Skills. Cross-listed with SPED 475 (3, 3T+0S).

480 STUDENT TEACHING SEMINAR
This course provides you interaction with guided discussion on reflections of the student teaching experience. Supplemental requirements include outside readings based upon educational research and corresponding reflective papers.
Prerequisite: Student Teaching Interview. Co-requisite: ED 479. (1, 1T+0L)

XI. Course Objectives:
The candidate for licensure in special education:

CEC Content Standard 1: Foundations

a. Can explore the models, theories, and philosophies that form the basis for special education practice. (CC1K1)
b. Knows the laws, policies and ethical principles regarding behavior management, planning and implementation. (CC1K2)
c. Understands the relationship of special education to the organization and function of educational agencies. (CC1K3)
d. Understands the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs.

CEC Content Standard 2: Development and Characteristics of Learners

a. Understands the educational implications of characteristics of various exceptionalities.
b. Understands the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
c. Knows the similarities and differences of individuals with and without exceptional learning needs.
d. Understand the similarities and differences among individuals with exceptional learning needs.

CEC Content Standard 3: Individual Learning Differences

Revised January 15, 2015
a. Understands the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
b. Appreciates the differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

**CEC Content Standard 4: Instructional Strategies**

a. Is able to use strategies to facilitate integration into various settings.
b. Is able to teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
c. Is able to select, adapt and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
d. Is able to use strategies to facilitate maintenance and generalization of skills across learning environments.
e. Is able to use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.

**CEC Content Standard 5: Learning Environments and Social interactions**

a. Understands the demands of learning environments.
b. Knows basic classroom management theories and strategies
c. Knows effective management of teaching and learning.
d. Knows the teacher attitudes and behaviors that influence behavior

e. Is able to create safe, equitable, positive and supportive learning environments in which diversities are valued.
f. Is able to identify realistic expectations for personal and social behavior in various settings.
g. Is able to identify needed supports for inclusion.
h. Is able to design environments that encourage active participation in individual and group activities.
i. Is able to modify learning environments to modify behavior.

**CEC Content Standard 6: Communication**

a. Knows about augmentative and assistive communication strategies.
b. Is able to use strategies to support and enhance communication skills of individuals with exceptional learning needs.
c. Is able to use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

**CEC Content Standard 7: Instructional Planning**

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Revised January 15, 2015
a. Knows the scope and sequences of general and special curricula.
b. Knows the State standards of New Mexico.
c. Knows about technology for planning and managing the teaching and learning environment.
d. Is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
e. Is able to involve the individual and family in setting instructional goals and monitoring progress.
f. Is able to use functional assessment to develop intervention plans.
g. Is able to use task analysis.
h. Is able to sequence, implement, and evaluate individualized learning objectives.
i. Is able to use instructional time effectively.
j. Is able to make responsive adjustments to instruction based on continual observations.

**CEC Content Standard 8: Assessment**

a. Knows basic terminology used in assessment.
b. Understands screening, pre-referral, referral, and classification procedures.
c. Is able to gather relevant background information
d. Can interpret information from formal and informal assessments.
e. Can evaluate instruction and monitor progress of individuals with exceptional learning needs.

**CEC Content Standard 9: Professional Ethical Practice**

a. Understands personal cultural biases and differences that affect one’s teaching.
b. Knows that the teacher serves as a model for individuals with exceptional needs.
c. Knows current methods regarding research-validated practice.
d. Can practice within the CEC Code of Ethics and other standards of the profession.
e. Can uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
f. Can demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
g. Can practice within one’s skill limit and obtain assistance as needed.
h. Can use verbal, nonverbal, and written language effectively.
i. Can reflect on one’s practice to improve instruction and guide professional growth.
CEC Content Standard 10: Collaboration

a. Knows models and strategies of consultation and collaboration.
b. Knows the roles of individuals with exceptional learning needs, families, and school and community personal in planning of in individualized program.
c. Can maintain confidential communication about individuals with exceptional learning needs.
d. Can collaborate with families and others in assessment of individuals with exceptional learning needs.
e. Can foster respectful and beneficial relationships between families and professionals.
f. Can assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
g. Can plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
h. Can model techniques and coach others in the use of instructional methods and accommodations.
i. Can observe, evaluate, and provide feedback to Para educators.

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
NEW!

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 25, 15</td>
<td>Introductions NNMC Field Experience Course/Syllabus *A time in your life when you overcame an obstacle! Chapter 1-Creating Active learning for all Students</td>
<td>CS- 1 c 3 a,b</td>
<td>1. Introductions 2. Dr. Kristy Pruitt 10 a.m. 3. Syllabus review and course requirements. 4. Lunch (1hr) 5. Personal Reflection* 1pg+ 6. Interest Inventory, Say Hello… 7. RTI-Framework Online: Online Discussion/assignment Sousa, D (2007) Chapter 1 The Brain and Learning</td>
<td>Knowledge 1,2,3,7 Skill 1,2 Disposition 2,3 NNMC SLO #4 1. a, 2. a</td>
</tr>
<tr>
<td>Feb 8, 15</td>
<td>Chapter 2- Understanding Learning Difficulties and Intervening effectively Chapter 3- Using Students (Modalities) to Facilitate Learning Success Chapter 11- Helping Parents Become Partners in Their Children’s Learning</td>
<td>CS-2, 3, 4</td>
<td>1.Daily Task Checklist 2. Summary of Understanding 3. What Kind of Learner Are You? 4. Lunch (1hr) 5. Letter to Parents communicating student’s needs and establish roles. Online: Online Discussion/assignment Sousa, D (2007) Chapter 2 When Learning Difficulties Arise</td>
<td>Knowledge 1-9 Skill 1,2 Disposition 1,2,3 NNMC SLO #4 2.a</td>
</tr>
<tr>
<td>Mar 8, 15</td>
<td>Chapter 4-Ensuring That All Students Make at Least One Years Academic Growth During Each School Year</td>
<td>CS-1.d , 2a.b.c.d, 3,a .b 4q.b.c.d. e, 5a.g.h 8a.b.c.d. e.</td>
<td>1. Developing Project Goal Charts/logs 2. Achievement data reporting charts/goal setting 3. Lunch (1hr) 4. Develop grading rubric/assignment chart. Online: Online Discussion/assignment Sousa, D (2007) TBA/including Chapter 3 Autism</td>
<td>Knowledge 1-9 Skill 1,2 Disposition 1,2,3 NNMC SLO #4 1.a 2.a 4 a.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Mar 15, 15</td>
<td>Chapter 5-Teaching Integrated language Arts, Including Literature, Sounds, and Writing Chapter 6- Reading and Learning with Informational Text Mid Term</td>
<td>CS-4 a,b,c,d,e 5a.e.g.h 7a.b.c.d. e.f.g.h.i,j</td>
<td>1. Interactive assignment/Question starts, predictions, KWPL, Story Maps... 2. Interactive assignment/Learning how to Learn, graphic organizers, Work plans 3. Lunch (1hr) 4. Mid term Online: Online Discussion/assignment Sousa, D – Chapter 4 Speech Disabilities Chapter 5 Reading Disabilities and Chapter 6 Writing Disabilities</td>
<td>Knowledge 1-9 Skill 1,2 Disposition 1,2,3 NNMC SLO #4 1.a 2.a 3.a 4 a.</td>
</tr>
</tbody>
</table>
| April 12, 15 | Chapter 7-All Students Can be Successful in Math | CS 7a.b.c.d. e.f.g.h.i.j | 1. Interactive assignment/Problem Solving Box | Knowledge 1-9  
Skill 1,2  
Disposition 1,2,3  
NNMC SLO #4 1.a 2.a 3.a 4 a. |
| Chapter 10-Helping Students Choose Appropriate Behaviors | | 2. Interactive assignment/Behavior intervention strategies/Change plans, FBA, Contract |
| | Blooms Taxonomy, Understanding Poverty –Ruby Payne | | 3. Lunch (1hr) |
| | Final review/in class collaboration | | 4. Share Classroom management styles, behavior management, and tried and true effective strategies. Interactive activity. |
| | | | Peer reviews |
| | | | Online: Online Discussion/assignment |
| April 19, 15 | Final Project Presentation | CS- 1, 2,3,4,5,6, 7,8,9,10 | In class- Lesson plan and implementation |
| | | | Online: Online Discussion/assignment |
| | | | Sousa, D Chapter 7 Math Disability, Emotional Disturbance and Behavioral Disorders |
| | | | Sousa, D Chapter 10 Putting it All Together |
| | | | Knowledge 1-9  
Skill 1,2  
Disposition 1,2,3  
NNMC SLO #4 1.a 2.a 3.a 4 a. |

XIII. Assignment Descriptions/ Assessment Criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Online Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td>Observation logs/self reflection</td>
<td>5%</td>
</tr>
<tr>
<td>Self-Assessment Disposition Checklist</td>
<td>5%</td>
</tr>
</tbody>
</table>

Revised January 15, 2015
A.) Required Professional Competency-Based Artifact Rubric

Rubric
Class participation is worth 20% of students total class grade

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent-A</th>
<th>Good-B</th>
<th>Satisfactory C-D</th>
<th>Needs Improvement D-F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude</strong></td>
<td>Student is always respectful of his or her self, others, and instructor, has a positive attitude, and does not criticize anyone else’s ideas or work.</td>
<td>Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.</td>
<td>Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.</td>
<td>Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.</td>
</tr>
<tr>
<td><strong>Focus on Class Work</strong></td>
<td>Consistently stays focused on in-class work and what needs to be done. Very self-directed.</td>
<td>Focuses on in-class work and what needs to be done most of the time.</td>
<td>Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.</td>
<td>Rarely focuses on class work and what needs to be done.</td>
</tr>
<tr>
<td><strong>Contributions</strong></td>
<td>Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.</td>
<td>Sometimes provides useful ideas when participating in classroom discussion. A satisfactory student who does what is required.</td>
<td>Rarely provides useful ideas when participating in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td><strong>Working with Others</strong></td>
<td>Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student’s presence.</td>
<td>Usually listens to, shares with, and supports the efforts of others.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others’ attempts to participate.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Brings needed materials to class and is always ready to work.</td>
<td>Almost always brings needed material to class and is ready to work.</td>
<td>Often brings materials but sometimes needs to borrow.</td>
<td>Seldom brings materials and/or is rarely ready to get to work.</td>
</tr>
<tr>
<td><strong>Quality of Work</strong></td>
<td>Provides work of the highest quality that reflects the student’s best efforts.</td>
<td>Provides quality work that reflects an effort from the student.</td>
<td>Work occasionally needs to be redone or does not reflect any time or effort.</td>
<td>Provides illegible work that reflects very little effort or does not turn in any work.</td>
</tr>
</tbody>
</table>

A. Contribute to discussions. 10% of entire grade
- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Facilitate total group participation.
- Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
- Paraphrase and summarize as needed.

B. Participate in small and large group discussions and presentations.
Online Discussion Participation Rubric/ Attached
Total Possible Points: 20 points

XIV. Refer to blackboard.nnmc.edu

XV. Late Work:
Your work is due on the date indicated on the syllabus.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

Revised January 15, 2015
XIX. Grading Scale:

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work completed

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico University
College of Education
EDUCATION 493
Semester: Spring 2015

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised 2/5/15:T.T.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 2

II. Semester Taught: Spring 2015

III. Course Time and Place: Blackboard with one face to face meeting on 2/7/15 from 900-1300.

IV. Instructor Information:

| Instructor: Tamara Trujillo | Communication Information: tamara@nnmc.edu or by appointment. The date and time need to be agreed upon by both parties. You can call 505-747-2224 to make an appointment. | Office Hours: I recommend by appointment only. I am usually in my office Monday – Friday, 9 am – 4pm, however, I may be out of the office occasionally. |

V. Required Text: None.

VI. Required Materials or Readings:

Access to: internet, scanner, computer, word processing software. If you do not have access to a scanner, you can come to the college of education to use a scanner. You will need to make an appointment with the instructor or administrative assistant to use this hardware. You are welcome to use the computer laboratories located on campus i.e. library 505-747-2243 and the student success center 505-747-2164.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
Attendance is required for all class sessions.

Revised 2/5/15:T.T.
There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

If the teacher candidate suffers sickness, suffers a serious personal injury, or has a death in the family the student must contact the instructor by email as soon as possible. The student must provide evidence to the instructor as to why a class discussion or assignment was missed. It is up to the instructor to evaluate the excuse and decide if the non-participation or missed assignment is excusable or if the student must withdraw from the class. If the absence is excusable the student will have to make up work and points may be deducted from the total number of participation points or total assignment points for late submission.

IX. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment *within the first semester of enrollment in the program*. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

X. Catalog Course Description:

Explores the historical and theoretical perspectives underlying and supporting the integrated curriculum approach to teaching and learning. You will explore practical approaches to thematic instruction and integration through content areas through incorporating Common Core State Standards. Components include assessment methods, lesson plans, curriculum planning, and classroom management. You will participate in seminars and observe 10 hours of classroom instruction in the field.

**Prerequisite:** Passing NES- Essential Academic Skills Assessment. (2, 2T+0L)
XI. Course Objectives:

The teacher candidate will-

✓ participate in one face to face meeting and in 3 online discussions.

Teacher candidates will respond to the instructor’s discussion prompt and then respond to the instructor and at least 3 of their colleagues posts (all within the discussion thread). Discussions will take place within blackboard. A rubric will be provided as a guide for the discussion responses. Discussions will be initiated and due within the specified time allotted. Teacher candidates are required not to post their responses all on one single day but to respond through-out the time-frame in order to keep the discussion going.

✓ complete the classroom culture assignment (mid-term) as part of the 10 hours of observation.

A template regarding the classroom culture assignment will be provided to the teacher candidates within blackboard in the assignments section. The classroom culture assignment will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

✓ complete 10 hours of observation with a level II or III in-service teacher, utilizing the required time log form.

A time log will be provided to the teacher candidates within blackboard in the assignments section. The time log will need to be scanned and uploaded to blackboard in the assignments section before or on the day that it is due because the log requires signatures.

If candidates need assistance they can contact Dr. Kristy Pruitt, Field Placement Coordinator, kristy.pruitt@nnmc.edu /505-747-5462.

✓ complete a self-field dispositions checklist, as part of the 10 hours of observation.

A field experience dispositions checklist will be provided to the teacher candidates within the blackboard in the assignments section. The dispositions checklist will need to be scanned and uploaded to blackboard in the assignments section before or on the day that it is due.

Revised 2/5/15: T.T.
✓ complete a reflection regarding the 10 hours of observation.

A reflection template will be provided to the teacher candidates within blackboard in the assignments link. A rubric will be provided. The reflection will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

✓ create a classroom management plan (final).

A classroom management example will be provided to the teacher candidates within blackboard in the assignments section. A rubric will be provided. The classroom management plan will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

University wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
All assignments must be presented in a professional manner:
• Free of grammatical and spelling errors.
• Clearly labeled with name, date due, course number, and assignment name.
• Uploaded assignments (electronically using rich text format) to blackboard in the assignments section. The assignments will be date sensitive and will not be accepted after the due date (see policy on late work).
• Neatness & Professionalism - clean, professionally presented electronically.
• Quality of Content - the content demonstrates mastery and insights into the subject matter.
• Creativity and Insight - Materials demonstrate creativity and insight about self and course material.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Assignment to Demonstrate Meeting the Competency</th>
<th>NM Teacher Competencies</th>
<th>Knowledge Principals, Skills, and Dispositions # in the Conceptual Framework. NNMU SLO’s</th>
</tr>
</thead>
</table>
| Classroom Culture Assignment & Classroom Observation (10 hrs) & Classroom Management Plan | C:1-11, H:1-8 | Knowledge Principals: 2,3,4,7,9  
Skills: 1,2  
Dispositions: 1,2,3  
SLO: 1,2,3,4 |
XIII. Assignment Descriptions/ Assessment Criteria/ Due Date(s):

Grading will be based on class participation (discussions) and acceptable completion of class assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face Meeting 2/7/15</td>
<td>5 pts</td>
<td>2/7/15, 900-1300, TEC:TBD</td>
</tr>
<tr>
<td>Discussion #1: Classroom Culture</td>
<td>5 pts</td>
<td>Begins 2/15/15 &amp; Ends 2/22/15</td>
</tr>
<tr>
<td>Midterm: Classroom Culture Questionnaire due</td>
<td>20 pts</td>
<td>3/13/15, 9 pm</td>
</tr>
<tr>
<td>Discussion #2: Classroom Management Plan</td>
<td>5 pts</td>
<td>Begins 3/22/15 &amp; Ends 4/12/15</td>
</tr>
<tr>
<td>Discussion #3: Classroom Management Plan</td>
<td>5 pts</td>
<td>Begins 4/19/15 &amp; Ends 4/26/15</td>
</tr>
<tr>
<td>10 hours of classroom obs./ Time log due</td>
<td>10 pts</td>
<td>4/30/15, 9 pm</td>
</tr>
<tr>
<td>Self - Field Dispositions Checklist</td>
<td>5 pts</td>
<td>4/30/15, 9pm, (Teacher Candidate will complete as part of observations)</td>
</tr>
<tr>
<td>Instructor - Classroom Dispositions Checklist</td>
<td>5 pts</td>
<td>5/15/15, (Instructor will complete at end of course)</td>
</tr>
<tr>
<td>Reflection regarding observations due</td>
<td>10 pts</td>
<td>5/06/15, 9 pm</td>
</tr>
<tr>
<td>Final: Classroom Management Plan due</td>
<td>30 pts</td>
<td>5/13/15, 9 pm</td>
</tr>
</tbody>
</table>

A=90-100 pts  
B=80-89 pts  
C=70-79 pts  
D=60-69 pts  
F=59 or Below 59 pts

*For courses that require 10 hours or fewer of field observations, the additional percentage will be added to Additional Artifact(s) making it worth a greater percentage.

Required Courses for Competency Based Collection of Artifacts:

ALP (ELEM) 401, ED 493, ED412, ED496/L

XIV. Internet sites or databases: Provided via blackboard.

Revised 2/5/15:T.T.
XV. Late Work:

Attendance and participation is mandatory. If students suffer sickness, suffer a serious personal injury, or have a death in the family the student must contact the instructor by email as soon as possible. The student must provide evidence to the instructor as to why a class discussion or assignment was missed. It is up to the instructor to evaluate the excuse and decide if the non-participation or missed assignment is excusable or if the student must withdraw from the class. If the absence is excusable the student will have to make up work and points may be deducted from the total number of participation points or total assignment points for late submission.

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XVIII. Personal Responsibility:
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XIX. Grading Scale:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
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XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
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KNOWLEDGE PRINCIPLE
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4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
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KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
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KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. **Credit Hours:** see catalog

II. **Semester:** Fall 2014

III. **Course Time and Place:** TEC 107 4:30 – 7:00

IV. **Instructor Information:**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kristy L. Pruitt (EdD)</td>
<td>Teacher Education Center, TEC 204 505.747.5462  <a href="mailto:kristy.pruitt@nnmc.edu">kristy.pruitt@nnmc.edu</a></td>
<td>M-F 9:00 – 5:00*</td>
</tr>
<tr>
<td>Coordinator, Field Experience and Placement Assistant Professor of Education</td>
<td></td>
<td>*please contact prior to visiting due to field observations</td>
</tr>
</tbody>
</table>

V. **Required Text:** None

VI. **Required Materials or Readings:** *Competency-Based Collection of Artifact*

VII. **E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. **Attendance:**

Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Student teacher candidates are permitted **no more than five absences** during the student teaching experience. Failure to comply with this requirement may result in a failing grade and the need to repeat the entire student teaching experience. Student teaching candidates are required to notify the mentor teacher, the principal’s office, and the college supervisor of the absence prior to the absence.

Student teacher candidates must submit a completed time log form signed by the mentor teacher on the last meeting date of the lab course. Failure to complete the required hours will result in a failing grade.

Revised August 15, 2014
IX. **Catalog Course Description:**
This course provides an interaction with other students in the secondary field-experience setting. Guided discussions address classroom management, student learning, lesson plans, discipline, school/home communication, and professional development. Additional areas include professional issues and ethics and portfolio preparation.

X. **Class Topics, NM Teacher Competencies and Assignments:**
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SL0 #4.

College wide Student Learning Outcomes (SLOs):

1. Ability to communicate clearly and effectively  
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means  
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities  
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation  
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards
increased productivity and efficiency; Innovation or the application of creativity or original thought.

XI. **Course Objectives:**
Competency-Based Collection of Artifacts/Portfolio: This course provides teacher candidates the opportunity to prepare specific artifacts that evidence understanding of the teaching profession. The portfolio artifacts will include: philosophy of education, classroom management plan, article/video reviews, lesson plans, and student study.

**Instructional Lab:** This course provides guided discussion, reflections, lesson planning, and observations revolving around the student teaching experience. As part of the lab course, students will complete a student teaching experience and student study assignment by collaborating with a mentor, principle, and the school community.
*The teacher candidate will follow the daily schedule of the assigned grade, assume regular faculty and out-of-classroom duties, and participate in faculty meetings, PTA/PTO meetings, and other appropriate school-community activities as school/mentor. The teacher candidate placement in a school is decided by the College of Education and is contingent upon the acceptance by a host school.

XII. **Class Topics, NM Teacher Competencies and Assignments:**
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Meeting Date:</th>
<th>Topics</th>
<th>Artifacts and Due Dates</th>
<th>NM Teacher Competency NNMC Conceptual Framework &amp; SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 22</strong></td>
<td>Syllabus</td>
<td>Due by Observation #1: School Orientation Checklist</td>
<td>BA – B7; G1-8; K</td>
</tr>
<tr>
<td></td>
<td>Review artifacts</td>
<td>Student Teaching Schedule</td>
<td>SPED – A4 (a-d); D5,7</td>
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<tr>
<td></td>
<td>Course Resources</td>
<td>Weekly Reflection</td>
<td>ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8</td>
</tr>
<tr>
<td></td>
<td>Icebreakers</td>
<td>Log Sheet check</td>
<td>ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8</td>
</tr>
<tr>
<td></td>
<td>Workshop</td>
<td>Philosophy of Education</td>
<td>NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
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<tr>
<td></td>
<td>Model</td>
<td>Goal Setting #1 &amp; #2</td>
<td>SLOs 1-4</td>
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<tr>
<td></td>
<td>Thinking Maps</td>
<td>Case Study Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessments – Dr. Robert Marzano</td>
<td>Classroom Management Plan (interview)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Balanced Literacy</td>
<td>Due by meeting #2: *Bring a copy of Philosophy and Classroom Management Plan to Seminar meeting #2 on August 28</td>
<td></td>
</tr>
</tbody>
</table>

*Placement begins 1/26
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Due by Observation #1:</th>
<th>Due by meeting #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 12</td>
<td>Content Area Literacy – Discourse Decoding (Keene) Mentoring Matters Vertical Alignment</td>
<td>School Orientation Checklist Student Teaching Schedule Weekly Reflection Log Sheet Reflection</td>
<td>Goal Setting #4 &amp; #5 Student Study Assignment Classroom Management Plan</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>* Artifacts due: Philosophy of Education Goal Setting #1 &amp; #2 Case Study CMP (interview)</td>
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<tr>
<td>March 12</td>
<td>SMART Goals Five Forms of Teacher Power “Pause, Prompt, Praise” Lesson Plan - #1 (Mid-term)</td>
<td>Midterm Exam – Lesson Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Artifacts due: Goal Setting #4 &amp; #5 Case Study CMP</td>
<td></td>
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<tr>
<td>April 9</td>
<td>Rigor and Relevance Framework (Dr. Bill Daggett) School Climate</td>
<td>Due by Observation #2: Log Sheet check</td>
<td>Due by meeting #4: Goal setting #6 Student Study Assignment Classroom Management Plan</td>
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<tr>
<td></td>
<td>* Artifacts due: Goal setting #6 Case Study CMP</td>
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</tr>
</tbody>
</table>

Observation #1—To Be Scheduled

- BA – B7; G1-8; K
- SPED – A4 (a-d); D5,7
- ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8
- ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8
- NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2
- SLOs 1-4

April 9

- BA – B7; G1-8; K
- SPED – A4 (a-d); D5,7
- ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8
- ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8
- NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2
- SLOs 1-4

Revised August 15, 2014
**Time Logs Due**

Observation #2—To Be Scheduled

<table>
<thead>
<tr>
<th>May 7</th>
<th>Final Exam - Student Case Study Presentation</th>
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</thead>
<tbody>
<tr>
<td>* Artifacts due:</td>
<td></td>
</tr>
<tr>
<td>Goal setting #7</td>
<td></td>
</tr>
<tr>
<td>CMP</td>
<td></td>
</tr>
<tr>
<td>Class Presentation— Case Study</td>
<td></td>
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<tr>
<td>Final Reflection</td>
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<td>Visitation Record</td>
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<tr>
<td>Conceptual Framework</td>
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</tr>
<tr>
<td>Competencies</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Logs Due</th>
</tr>
</thead>
</table>

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### XIII. Assignment Descriptions/ Assessment Criteria:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio Course</strong></td>
<td></td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>15</td>
</tr>
<tr>
<td>Video Review (2 @5pts each)</td>
<td>10</td>
</tr>
<tr>
<td>Midterm</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Plans (2 @ 7.5 pts each)</td>
<td>15</td>
</tr>
<tr>
<td>Attendance (5 mtgs @ 8 pts)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Lab Course</strong></td>
<td></td>
</tr>
<tr>
<td>Checklist</td>
<td>4</td>
</tr>
<tr>
<td>Student Teaching Schedule</td>
<td>4</td>
</tr>
<tr>
<td>Reflection Papers (6 @4 pts each)</td>
<td>24</td>
</tr>
<tr>
<td>Observations</td>
<td>10</td>
</tr>
<tr>
<td>Final- Presentation</td>
<td>8</td>
</tr>
</tbody>
</table>

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Revised August 15, 2014
XIV. Internet sites or databases:
   Public Education Department: http://ped.state.nm.us/ped/index.html

XV. Late Work:
Your work is due on the date indicated on the syllabus.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:
   Grading:
   A=90-100%
   B=80-89%
   C=70-79%
   D=60-69%
   F=59% or Below 59%

Revised August 15, 2014
Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

**XX. Academic Ethics:**  
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

**XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.**
KNOWLEDGE PRINCIPLE 1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE 2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE 3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE 4. Learning: The teacher candidate comprehends the principles of student growth, development, and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE 5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE 6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE 7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE 8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE 9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS 1. Fairness 2. A belief that all students can learn 3. Ethical Behavior

SKILLS 1. Utilization of technology-based tools to support student learning 2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 2
II. Semester Taught: Spring 2015
III. Course Time and Place: Online through Blackboard
   Orientation Meeting: Jan. 27th 4-6pm, Room 208 in the Education Building
   Additional Face to Face Class Meetings: TBD

IV. Instructor Information
   Instructor: Felicia Maestas
   Communication Information: Cell: 310-963-5822
   E-mail: felicia.maestas@nnmc.edu
   Office Hours: By Appointment

V. Required Text: Delivered through Blackboard Course Modules
VI. Required Materials or Readings: Delivered through Blackboard Course Modules
VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.
VIII. Attendance: Attendance is required for all class sessions.
      There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

      Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
IX. New Mexico Initial Licensure requirements.
   ALP requirements:
      Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
      • Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program.
      Failure to take/pass the exam will prevent enrollment in future ALP classes.
      • Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.
   BA in Elementary Education Program requirements:
      Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.
      Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
      1. Provide evidence of passing the following exams:
         a. Assessment of Professional Knowledge: Elementary
         b. Elementary Education (Subtests I and II)
         c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Course Description:
This course provides an overview of technology as a way of enhancing instruction. You will use the Microsoft Office Suite and a variety of educational websites to become efficient in the classroom. You will create a portfolio that will include, but not be limited to, an e-lesson, presentation, newsletter, webpage, and grade book.

XI. Course Objectives:
Students will be familiar with NETS standards, NMPED Teacher Competencies, and 21st Century Education. Students will use a variety of technology tools and resources to develop skills that support student learning and engagement through integrated technology. Upon completion of the course, students will submit an e-portfolio that will include all submitted coursework and demonstrate understanding of course content and competency.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs), indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

**College wide Learning Outcomes**

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
XIII. Assignment Descriptions/Assessment Criteria:
Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Assessment of Student Competencies will be measured by:

- **Attendance and Participation**: On-line course attendance is measured by Threaded Discussion participation. It is expected that students have completed the assigned reading and/or viewed the assigned video related to the weekly discussion topic.

- **Assessment Rubrics for Assignments**: There will be a competency-based rubric for all assignments. The rubric will have a section for self-assessment. Students will be required to turn in the self-assessment, in addition to the assignment due. Work is due on the date indicated on the syllabus.

XIV. Internet sites or databases: Delivered through Blackboard Course Modules

XV. Late Work:
Your work is due on the date indicated on the syllabus. In case of an emergency or if students suffer sickness, suffer a serious personal injury, or have a death in the family, the student must contact the instructor by email and phone as soon as possible.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. **Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.** In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

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The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.
XIX. Grading Scale:

<table>
<thead>
<tr>
<th>Course Grading Criteria</th>
<th>Point Value</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCUSSION BOARD PARTICIPATION:</td>
<td>10 @ 2 pts. each</td>
<td>Total: 20</td>
</tr>
<tr>
<td>• Introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shared Ideas, Shared Web Resources, and Discussion Feedback</td>
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<td></td>
</tr>
<tr>
<td>• Reflections on Assigned Readings and Videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSIGNMENTS:</td>
<td>6 @ 10 pts. each</td>
<td>Total: 60</td>
</tr>
<tr>
<td>• Media Literacy</td>
<td></td>
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<tr>
<td>• Classroom Environment</td>
<td></td>
<td></td>
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<tr>
<td>• Communication</td>
<td></td>
<td></td>
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<tr>
<td>• Lesson Planning</td>
<td></td>
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<tr>
<td>• Lesson Presentation</td>
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<tr>
<td>• Assessment</td>
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<tr>
<td>MID TERM ASSIGNMENT:</td>
<td>1 @ 10 pts.</td>
<td>Total: 10</td>
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<tr>
<td>• E-Portfolio</td>
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<tr>
<td>FINAL ASSIGNMENT:</td>
<td>1 @ 10 pts.</td>
<td>Total: 10</td>
</tr>
<tr>
<td>• E-Portfolio</td>
<td></td>
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</tr>
<tr>
<td>Total Possible Points</td>
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<td>100</td>
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</tbody>
</table>

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Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
<table>
<thead>
<tr>
<th>ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NETS-T © 2008 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education</strong></td>
</tr>
</tbody>
</table>

### 1. FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY

**Teachers** use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- A. Promote, support, and model creative and innovative thinking and inventiveness
- B. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- C. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes
- D. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

### 2. DESIGN AND DEVELOP DIGITAL AGE LEARNING EXPERIENCES AND ASSESSMENTS

**Teachers** design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.

- A. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- B. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- C. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources
- D. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

### 3. MODEL DIGITAL AGE WORK AND LEARNING

**Teachers** exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- A. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- B. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- C. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- D. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

### 4. PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY

**Teachers** understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- A. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- B. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- C. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- D. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

### 5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP

**Teachers** continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- A. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- B. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- C. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- D. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community
# New Mexico Public Education Department Teacher Competencies and Indicators

## NMPED Competency: INSTRUCTIONAL PLANNING AND IMPLEMENTATION

<table>
<thead>
<tr>
<th>STRAND A INSTRUCTION</th>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
</table>
| 1. The teacher accurately demonstrates knowledge of the content area and approved curriculum. | A. Utilizes and enhances approved curriculum.  
B. Gives clear explanations relating to lesson content and procedures.  
C. Communicates accurately in the content area.  
D. Shows interrelatedness of one content area to another. |

## NMPED Competency: TECHNOLOGY; INSTRUCTIONAL PLANNING AND IMPLEMENTATION

<table>
<thead>
<tr>
<th>STRAND A INSTRUCTION</th>
<th>INDICATORS (Level 1)</th>
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</thead>
</table>
| 2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught. | A. Provides opportunities for students to work independently, in small groups, and in large groups.  
B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice.  
C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.  
D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.  
E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment. |

## NMPED Competency: ASSESSMENT

<table>
<thead>
<tr>
<th>STRAND A INSTRUCTION</th>
<th>INDICATORS (Level 1)</th>
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</table>
| 5. The teacher effectively utilizes student assessment techniques and procedures. | A. Uses a variety of assessment tools and strategies.  
B. Uses information gained from ongoing assessment for remediation and instructional planning.  
C. Maintains documentation of student progress.  
D. Communicates student progress to students and families in a timely manner. |

## NMPED Competency: COMMUNICATION

<table>
<thead>
<tr>
<th>STRAND B STUDENT LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</thead>
</table>
| 3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. | A. Explains and/or demonstrates the relevance of topics and activities.  
B. Communicates to students the instructional intent, directions, or plan.  
C. Establishes and states expectations for student performance.  
D. Clarifies actions, directions, and explanations when students do not understand.  
E. Actively solicits communication from students about their learning.  
F. Communicates regularly with students about their progress. |

## NMPED Competency: DEVELOPMENT OF STUDENT

<table>
<thead>
<tr>
<th>STRAND B STUDENT LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</thead>
</table>
| 4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately. | A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem solving, divergent thinking, inquiry, and decision-making.  
B. Uses teaching techniques that address student learning levels, rates, and styles.  
C. Uses materials and media that address student learning levels, rates, and styles.  
D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles. |
### NMPED Competency: CLASSROOM MANAGEMENT

<table>
<thead>
<tr>
<th>STRAND B STUDENT LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</thead>
</table>
| 6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. | A. Serves as a model for constructive behavior patterns.  
B. Executes routine tasks effectively and efficiently.  
C. Establishes and states expectations for student behavior.  
D. Handles transitions effectively.  
E. Has materials and media ready for student use.  
F. Minimizes distractions and interruptions.  
G. Manages student behavior effectively and appropriately.  
H. Identifies hazards, assesses risks, and takes appropriate action. |

### NMPED Competency: DIVERSITY; INCLUSION

<table>
<thead>
<tr>
<th>STRAND B STUDENT LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</table>
| 7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept. | A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).  
B. Acknowledges student performance and achievement.  
C. Acknowledges that every student can learn.  
D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.  
E. Provides students with opportunities for active involvement and creativity.  
F. Provides opportunities for students to be responsible for their behavior and learning  
G. Promotes positive student/teacher relationships.  
H. Encourages high student expectations.  
I. Demonstrates an awareness and respect for each student’s background, experience, learning ability, language, and culture. |

### NMPED Competency: PROFESSIONALISM

<table>
<thead>
<tr>
<th>STRAND C PROFESSIONAL LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</table>
| 8. The teacher demonstrates a willingness to examine and implement change, as appropriate. | A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.  
B. Implements a variety of strategies to enhance learning.  
C. Recognizes that change entails risk and modifications may be needed. |

### NMPED Competency: FAMILY AND COMMUNITY

<table>
<thead>
<tr>
<th>STRAND C PROFESSIONAL LEARNING</th>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
</table>
| 9. The teacher works productively with colleagues, parents and community members. | A. Collaborates with colleagues.  
B. Communicates with parents on a regular basis.  
C. Uses conflict resolution strategies when necessary.  
D. Involves parents and community in the learning environment.  
E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters. |
<table>
<thead>
<tr>
<th>Week Dates</th>
<th>Module Topic</th>
<th>Competency ISTE NETS NM Teacher</th>
<th>Assignment(s) to Demonstrate Competency Due Date</th>
</tr>
</thead>
</table>
| 01/20 - 01/25    | Module 1 Welcome                      | Overview of Standards and Competencies | **DISCUSSION BOARD TOPICS**  **DUE: 01/25**  
|                  |                                       |                                 | • Written Introductions                                                                                 |
|                  |                                       |                                 | • Questions (syllabus, class expectations, calendar, competencies, etc.).                                   |
|                  |                                       |                                 | **DUE: 02/01 – Prezi**  
|                  |                                       |                                 | • Create and Share: Introduction of yourself to your future students using Prezi                           |
|                  |                                       |                                 | (See Blackboard Module 1)                                                                               |
| 01/26 - 02/01    | Module 2 21st Century Education       | ISTE NETS 1. A, B 5. C          | **DISCUSSION BOARD TOPICS**  **DUE: 01/27 – Class Discussion at Orientation Meeting**  
|                  |                                       | NMPED  4. A 8. A                | • Reflection on Videos                                                                                    |
|                  |                                       |                                 | • Reflection on Reading                                                                                  |
|                  |                                       |                                 | (See Blackboard Module 2)                                                                               |
|                  |                                       |                                 | **DUE: 02/01**  
|                  |                                       |                                 | • Prezi                                                                                                  |
|                  |                                       |                                 | • Find and Share: 3 Web Resources: Current Trends in Educ. and 21st Century Teaching                      |
|                  |                                       |                                 | (See Blackboard Module 2)                                                                               |
| 02/02 - 02/08    | Module 3 21st Century Learning        | ISTE NETS 2. C                  | **DISCUSSION BOARD TOPICS**  **DUE: 02/05**  
|                  |                                       | NMPED  7. C D 4. C              | • Reflection on Videos                                                                                    |
|                  |                                       |                                 | • Reflection on Reading                                                                                  |
|                  |                                       |                                 | (See Blackboard Module 3)                                                                               |
|                  |                                       |                                 | **DUE: 02/08**  
|                  |                                       |                                 | • Complete: “Looking Back/Looking Ahead”                                                                   |
|                  |                                       |                                 | • Find and Share: 3 Web Resources: MI and DI for 21st Century Learners                                    |
|                  |                                       |                                 | (See Blackboard Module 3)                                                                               |

**Knowledge**
- 7

**Skill**
- 1

**Disposition**
- 1, 2, 3

**NNMC SLO**
- 4
<table>
<thead>
<tr>
<th>Module</th>
<th>Media Literacy</th>
<th>DISCUSSION BOARD TOPICS</th>
<th>ASSIGNMENT 1: DUE: 02/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE NETS</td>
<td>4. A, C, NMPED 6. A 7. F, I</td>
<td>Reflection on Videos  Reflection on Reading  Respond to 2 classmates' reflections (See Blackboard Module 4)</td>
<td>Create: PowerPoint or Google Slide Presentation (See Blackboard Module 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module</th>
<th>Classroom Environment</th>
<th>DISCUSSION BOARD TOPICS</th>
<th>ASSIGNMENT 2: DUE: 02/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE NETS</td>
<td>2. B NMPED 7. G, H</td>
<td>Reflection on Videos  Reflection on Reading  Find and Share: 3 Images (See Blackboard Module 5)</td>
<td>Create: Classroom Poster  Create: Wordle (See Blackboard Module 5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module</th>
<th>Communication</th>
<th>DISCUSSION BOARD TOPICS</th>
<th>ASSIGNMENT 3: DUE: 03/01</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE NETS</td>
<td>3. C NMPED 9. E</td>
<td>Reflection on Videos  Reflection on Reading (See Blackboard Module 6)</td>
<td>Create: Newsletter/Parent Handout (See Blackboard Module 6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module</th>
<th>Lesson Planning</th>
<th>DISCUSSION BOARD TOPICS</th>
<th>ASSIGNMENT 4: DUE: 03/08</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill</th>
<th>Disposition</th>
<th>NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>6, 7</td>
<td>1</td>
<td>3</td>
<td>4</td>
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<tr>
<td>7</td>
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<td>1, 3</td>
<td>4</td>
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<tr>
<td>9</td>
<td>1</td>
<td>1, 2, 3</td>
<td>4</td>
</tr>
<tr>
<td>1, 2, 6</td>
<td>1, 2</td>
<td>1, 2</td>
<td>4</td>
</tr>
<tr>
<td>Module</td>
<td>Description</td>
<td>ISTE NETS</td>
<td>MID TERM ASSIGNMENT</td>
</tr>
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<td>------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| 8         | **Module 8** Introduction to Google Resources and Google Apps for Education   | 3, A D    | **Due: 03/20** For our mid-term, we will focus on creating an e-Portfolio that will include and showcase the work that has been done to date in this course. Tutorial video, resources, and readings will be posted. You will be responsible for reading, reviewing, and understanding the material, but we will not have a required discussion board. (See Blackboard Module 8) | - Reflection on Videos  
- Reflection on Reading  
(See Blackboard Module 9)  
**Assignment 5: Due: 03/29**  
- Create: Presentation of Lesson from Module 7 integrating Multimedia.  
(See Blackboard Module 9) |          |       |            | 4        |
| 9         | **Module 9** Lesson Design and Presentation                                   | 2, A      | **Due: 03/26** | - Reflection on Videos  
- Reflection on Reading  
(See Blackboard Module 9)  
**Assignment 5:**  
- Create: Presentation of Lesson from Module 7 integrating Multimedia.  
(See Blackboard Module 9) |          |       |            | 1,2,3    |
| 10        | **Module 10** Assessment                                                       | 1, C      | **Due: 04/02** | - Reflection on Videos  
- Reflection on Reading  
- Reflection on Course  
- Completion of Self-Assessment  
- Respond to 2 Classmates  
(See Blackboard Module 10)  
**Assignment 6:**  
- Create: Rubric for Lesson from Module 7  
(See Blackboard Module 10) |          |       |            | 1,2,3    |
| 11        | **Module 11** Putting it all Together: Final Assignment e-Portfolio            | 3, A, D   | **Due: TBD** | For the final week of class, you will focus on developing and refining your e-Portfolio. Include all work that was done during the class and links to resources that you found valuable. (See Bb Module 11) |          |       |            | 1,2,4    |

**Google Resources and Google Apps for Education**
- Google Drive  
- Google Docs  
- Google Sites  
- e-Portfolio

**Module 9 Discussion Board Topics**
- Reflection on Videos  
- Reflection on Reading  
(See Blackboard Module 9)

**Module 10 Discussion Board Topics**
- Reflection on Videos  
- Reflection on Reading  
- Reflection on Course  
- Completion of Self-Assessment  
- Respond to 2 Classmates  
(See Blackboard Module 10)

**Module 11 Discussion Board Topics**
- Reflection on Videos  
- Reflection on Reading  
- Reflection on Course  
- Completion of Self-Assessment  
- Respond to 2 Classmates  
(See Blackboard Module 10)
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning.

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring

III. Course Time and Place: By Appointment and Online via NNMC Email

IV. Instructor Information: Esquibel 505-747-2242

| Instructor: Christina Esquibel | Communication Information: Christina@nnmc.edu | Office Hours: M: 4:30-7:00, W: 2:00-4:30 |


VI. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VII. **Attendance**: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
Catalog Course Description:

**Approved Catalog Description:**

This course provides you with an overview of literacy and language development, and focuses on the development and implementation of an integrated curriculum approach at the elementary level. You will see how the emphasis of the integration of state standards.

**Additional Course Description:**

Emphasis will be placed on critical elements in literacy development cited in the National Reading Panel. Because the course integrates strategies for teaching reading and writing across the curriculum, the elements most emphasized will include decoding strategies, fluency, vocabulary development and comprehension. Organizational procedures for instructional delivery through a word analysis, reading, and writing framework will be explored.

**VIII. Course Objectives:**

**NEW MEXICO COMPETENCIES FOR ENTRY LEVEL TEACHERS:**

**Level J Competencies-Knowledge of Content**

1. Foundations of Reading Assessment
   - The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

2. Methods of instruction:
   - the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
     - II. oral language;
     - III. phonemic awareness;
     - IV. phonics;
     - V. vocabulary;
VI. comprehension;

VII. writing skills.

3. Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:

   a. the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom.

   b. evaluation of text for quality, cultural, and linguistic appropriateness;

   c. connecting identified needs of students based on data with appropriate research-based resources and material;

   d. creation of opportunities for students to consider, respond to and discuss spoken and written materials;

   e. the use of a variety of reading materials including non-fiction, technological media, stories, poems, biographies, texts from various subject areas.

**Objectives**

**Students will:**

1) Describe the basic approaches and supporting theories of teaching reading and writing in the content areas.

2) Explore various strategies to increase vocabulary and comprehension development.

3) Identify strategies that promote critical thinking and deep understanding.

4) Use varied instructional groupings to prompt effective interactions among students in order to maximize learning in the content areas.

5) State the cognitive and text-based factors that influence reading comprehension.

6) Investigate the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning.
7) Understand lesson planning and instructional strategies that incorporate language across the curriculum.

8) Know various assessment procedures that gather information about a student’s understanding or reading and writing in the content areas.

9) Understand the rationale supporting the necessity of collegial relationships and a reflective teaching practice.

IX. Class Topics, NM Teacher Competencies and Assignments:
nNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

The following table illustrates the pattern for the class.

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<tbody>
<tr>
<td>Begin Chapter</td>
<td></td>
<td></td>
<td>Reading</td>
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<tr>
<td>Readings</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Email Instructor if you have questions, concerns, or to request meeting</td>
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<td>X</td>
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<tr>
<td>Chapter Assignment Due by 11:59 p.m. via NNMC Email</td>
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</table>

X. Assignment Descriptions/Assessment Criteria:

Assignments:

You will be required to complete assignments related to each module we study. These assignments may include lesson planning for word study, reading and writing across the curriculum. Each assignment or
lesson plan is worth 25 weighted points. Collectively, the assignments are worth 100% of your final grade. Lesson plan content, grading criteria, grading rubric and a lesson plan template are provided on the NNMC Online course file. Assignments are due on Sundays by 11:59 p.m.

XI. Internet sites or databases: You will be linked to online resources as we cover each online module.

XII. Late Work:
Your work is due on the date indicated on the syllabus.

XIII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities.* The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVI. Grading Scale:

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XVII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XVIII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Northern New Mexico College
College of Education
EDUCATION 406
Semester: Spring 2015

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: TEC 106 Tuesdays/los martes, 4:30-6:35pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Regina Robbins, Ph.D.</th>
<th>Communication Information: <a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a></th>
<th>Office: TEC 211</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phone: 505-747-5466</td>
<td></td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings:

• Weigle, Marta and White, Peter (2003). *The Lore of New Mexico.* University of New Mexico Press: Albuquerque (select pages)

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you need assistance with NNMC e-mail please contact IT at 505-747-2259.

VIII. Attendance: Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment *within the first semester of enrollment in the program*. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above)* before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April/Spring Semester or the end of October/Fall Semester.
X. Catalog Course Description:
Este curso va a cubrir aspectos del español tradicional de Nuevo Méjico y del folclor de Nuevo Méjico: la estructura lingüística, la variación regional y social, el bilingüismo, el mantenimiento y cambio, influjo del inglés e influjo del español mexicano moderno, etcétera. Este curso también va a cubrir las costumbres tradicionales de la gente de Nuevo Méjico.

XI. Objetivos del curso:

1. Tener un conocimiento del español tradicional de Nuevo México.
2. Estar informado en cuanto a las influencias en el español de Nuevo Méjico.
3. Comprender el desarrollo histórico del desarrollo del folclor hispano en el Suroeste y en Nuevo México.
4. Comprender factores sociolingüísticos que apoyan el mantenimiento y la revitalización del idioma.
5. Investigar y utilizar una variedad de materiales de recurso para desarrollar materiales instructivos bilingües que sean significantes y relevantes.
6. Reconocer y observar contextos particulares para el aprendizaje del español en las comunidades y en eventos.
7. Utilizar géneros verbales folclóricos para desarrollar entendimiento y creatividad.
8. Crear escenarios y contextos para que los estudiantes usen el folclor y el idioma de herencia.
9. Trabajar con estudiantes, padres y la comunidad para desarrollar actividades de investigación folclórica y eventos comunitarios en las escuelas.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the NM Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).
College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>NM Teacher Competency</th>
<th>Assignment Due</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semana 1</td>
<td>Field Placement Overview</td>
<td>A 1</td>
<td>DUE 1/20/15: Journal</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2 SLO 1,2</td>
</tr>
<tr>
<td>Week 1</td>
<td>Introductions</td>
<td>a,b,c,d,e,f,g</td>
<td>Reflection #1</td>
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<td></td>
<td></td>
<td>B 1,2,3,4,5</td>
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<td>C 1,2,3,4</td>
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<td>B 6,7,8</td>
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<td></td>
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<td>E 1,2,3,5,7,8</td>
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<tr>
<td>ONLINE</td>
<td>Introductions</td>
<td></td>
<td>DUE 1/25/15</td>
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<td></td>
<td>Discussion Board</td>
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<td>Assignment</td>
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<tr>
<td>Semana 2</td>
<td>Anecdotes/Anécdota Riddles</td>
<td>A 1</td>
<td>DUE 1/27/15</td>
<td>Knowledge 1,3,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2</td>
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<tr>
<td>Week 2</td>
<td>Adivinanzas Proverbs/Refranes</td>
<td>a,b,c,d,e,f,g</td>
<td>Read Intro &amp; Ch 1 in</td>
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<tr>
<td></td>
<td>Sayings/Dichos</td>
<td>B 1,2,3,4,5</td>
<td>Garcia</td>
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<td></td>
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<td>C 1,2,3,4</td>
<td>Read Ch 10 in Espinosa</td>
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<td>D 3,4,5</td>
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Revised January 15, 2015
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>DUE</th>
<th>Reading</th>
<th>Notes</th>
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<tbody>
<tr>
<td>3</td>
<td>Read Ch 11 &amp; CH 12 in Espinosa</td>
<td>2/1/15</td>
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<td>Knowledge 2,3,4,6,7,8,9; Dispositions 1,2,3; Skills 1,2; SLO 1,2,3</td>
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<td></td>
<td>Folktales Ch 3 in Garcia Pueblo-Indian Folktales NM Spanish: Myths &amp; Realities/El español de NM: mitos y realidades</td>
<td>2/3/15</td>
<td>Read Ch 3 &amp; Ch 4 in Espinosa</td>
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<td></td>
<td>Aurelio M. Espinosa Watch: Mapa del Corazon <a href="https://www.youtube.com/watch?v=hw2v15-OICM">https://www.youtube.com/watch?v=hw2v15-OICM</a></td>
<td>2/8/15</td>
<td></td>
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<tr>
<td></td>
<td>Fieldwork: Visit the rotunda at NNMU</td>
<td>2/8/15</td>
<td></td>
<td>Knowledge 2,3,4,6,7,8,9; Dispositions 1,2,3; Skills 1,2; SLO 1,2,3</td>
</tr>
<tr>
<td>4</td>
<td>Watch: Surviving Columbus Religious Folklore Ch 16 of Bills &amp; Vigil</td>
<td>2/10/15</td>
<td>Read Ch 7 in Espinosa Read Ch 9 in Garcia</td>
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<td></td>
<td>Teacher’s Guide to Religion in the Classroom</td>
<td>2/15/15</td>
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<tr>
<td>5</td>
<td>Music</td>
<td>2/17/15</td>
<td></td>
<td>Knowledge</td>
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<tr>
<td>Week 5</td>
<td>Ballads Dance</td>
<td>a,b,c,d,e,f,g B 1,2,3,4,5 C 1,2,3,4 B 6,7,8 E 1,2,3,5,7,8</td>
<td>Read Ch 6 in Espinosa Read Ch 8 &amp; Ch 4 in Garcia Journal Reflection #5</td>
<td>1,2,3,4, 5, 6,7,8,9 Dispositions 1,2,3 Skills 1, 2 SLO 1,2,3,4</td>
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<tr>
<td>ONLINE</td>
<td>Watch <em>Burning Wagon Productions</em></td>
<td>DUE 2/22/15 Discussion Board Assignment</td>
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<tr>
<td>Semana 6 Week 6</td>
<td>Oral Presentations</td>
<td>A 1 a,b,c,d,e,f,g B 1,2,3,4,5 B 10, 11 C 1,2,4 E 1, 2</td>
<td>DUE 2/24/15 Children’s Book Midterm Oral Journal Reflection #6</td>
<td>Knowledge 1,2,3,4,6,7,8,9 Dispositions 1,2,3 Skills 1, 2 SLO 1,2,3,4</td>
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<tr>
<td>ONLINE</td>
<td>Fieldwork: Visit a public Library, find and read 3 Children’s folktales to Children</td>
<td>DUE 3/1/15 Discussion Board Assignment</td>
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<tr>
<td>Semana 7 Week 7</td>
<td>Cinema Drama Theatre <em>Bless Me Ultima</em></td>
<td>A 2 B 9 C 5 D 1,2,3,4,5, D 6,7,8,9 E 1,2, 3, 4,5,6, F 4</td>
<td>DUE 3/3/15 Journal Reflection #7 Book/Film Review</td>
<td>Knowledge 1,2,3,4,6,7,8,9 Dispositions 1,2,3 Skills 1, 2 SLO 1,2,3,4</td>
</tr>
<tr>
<td>ONLINE</td>
<td>Fieldwork: Watch <em>La leyenda de la llorona</em> or another approved folklore film Optional: <strong>Visit The Museum of International Folk Art in Santa Fe <a href="http://www.internationalfolkart.org/">http://www.internationalfolkart.org/</a></strong></td>
<td>DUE 3/8/15 Discussion Board Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semana 8 Week 8</td>
<td>Festivals/ Las Ferias</td>
<td>A 1 a,b,c,d,e,f,g B 1,2,3,4,5</td>
<td>DUE 3/10/15 Read Ch 5 in Espinosa</td>
<td>Knowledge 1,2,3,4,6,7,8,9 Dispositions</td>
</tr>
</tbody>
</table>
### Final Project

<table>
<thead>
<tr>
<th></th>
<th>Final Project</th>
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<tbody>
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<td></td>
<td>1, 2, 3, 4 SLO 1, 2, 3, 4</td>
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</tbody>
</table>

### Online Due 3/15/15

1. Reflection
2. Synthesis Paper

### Spring Break!!!

NO CLASS

### 4/7/15

Bilingual Lecture Series #1

### 4/14/15

Bilingual Lecture Series #2

### 4/21/15

Bilingual Lecture Series #3

### 4/28/15

Bilingual Lecture Series #4

### 5/5/15

Cinco de Mayo!

### All Final Projects & Assignments Due!!!!!
Participation will account for a total of 10% of the overall grade.

**Panel de Discusión/Discussion Board Assignments (24%)**:

**Week One (3%)**: During the introductory week, students will begin by telling the instructors, and one another, about their jobs/studies, their interests and what they hope to learn from this course. Students will be asked to share what folklore means to them and how it is alive in their lives. Students will quote their favorite Spanish saying, proverb, riddle or anecdote and explain their appreciation for what they chose to share.

**Extra Credit**:

1. You may include an image of something that represents Spanish Folklore to you and earn 1% extra credit for your overall grade.

2. You may include an image of something that represents New Mexican Folklore to you and earn 1% extra credit for your overall grade.

**The following weeks will have major subject areas, yet weekly activities will be modified to reflect student needs and interests and maximize the experience of students while introducing and challenging them with new material.**

**Week Two (3%)**: Consider the types and classes of Spanish folktales preserved in New Mexican Spanish Folktales (i.e., as described at the bottom of pg. 177 in Espinosa: riddle tales, moral tales, religious tales, human tales of adventure, romantic tales, demon and ogre tales, etc.) and explain how you would categorize each of the 5 tales from Ch 12 of Espinosa (e.g., The Three Manofashicos (Dunces); The Three Counsels; The Three Brothers; The Enchanted Prince; The Twelve Truths of the World).

**Week Three (3%)**: If you were to add a fifth panel to the NNMU rotunda exhibit, what would it be and why?

**Week Four (3%)**: Consider your readings from Ch 7 in Espinosa and Ch 9 in Garcia. Discuss where you see these themes alive in Northern New Mexico daily life today?

**Week Five (3%)**: Choose a ballad or song from your readings in Garcia (Ch 4 or Ch 8) or Espinosa (Ch 6) and discuss at least three parallels that you see between this piece and the dances/animation pieces you viewed in *Burning Wagon Productions*?

**Week Six (3%)**: Recommend three great bilingual children’s folktale books and explain why you feel they are worth recommending.

**Week Seven (3%)**: Choose a character from *Bless Me Ultima* or another folktale film you watched. Make a list of objects and images associated with this character. Using the posted poem *Abuelito Who* as a model, write a poem about this character that conveys their most essential traits. Your poem should be 23 lines long and follow the format of *Abuelito Who* by keeping all of the *who* and *is* words in place.

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Week Eight (3%): Describe a New Mexican custom, superstition or belief that you have experienced or learned about. Briefly explain the history and significance of this custom, superstition or belief and give an example of a similar custom, superstition or belief found in Spain.

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

***RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
</tr>
<tr>
<td>Completeness</td>
<td>The material posted lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
<td>The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well presented.</td>
</tr>
</tbody>
</table>
| Evidence of Collaboration | Content of the posting provides no evidence of collaboration with peers. No | Content of the posting provides limited evidence of collaboration with peers. Less than 1 | Content of the posting provides good evidence of collaboration with peers; 2 supporting | Content of the posting provides good evidence of collaboration with peers; 3 supporting }
supporting references were used and no comments on peer posts were made.  
supporting reference or comment on peer posts was made.  
references or comments on peer posts were made.  
references or comments on peer posts were made.

<table>
<thead>
<tr>
<th>Libros Infantiles Midterm/ Children’s Book Midterm (10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los estudiantes van a leer un libro infantil elegido, crear un plan de lección usando ese libro y facilitar un discurso sobre el libro y la lección.</td>
</tr>
<tr>
<td>*La calificación será a base de terminación y sobre 10: 5 por la lección escrito y 5 por la el cuento oral y la facilitación de un discurso.</td>
</tr>
<tr>
<td>Students will read a selected children’s book, create a lesson plan using that book, and facilitate a discussion about the book and the lesson.</td>
</tr>
<tr>
<td>*Grading will be based on completion and out of 10 total points: 5 for the written lesson plan and 5 for the oral reading and discussion facilitation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observaciones de la clase bilingüe/Bilingual Classroom Observations (6%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los estudiantes van a observar 3 horas de clases bilingües.</td>
</tr>
<tr>
<td>*Cada hora de observación documentada cuenta por 3.33% de la nota final.</td>
</tr>
<tr>
<td>Students will observe 3 hours of bilingual classes.</td>
</tr>
<tr>
<td>*Each hour of logged observation time accounts for 3.33% of the overall grade.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Assignment #1: Resumen del libro/Book Report or Film Review/Resumen de una película or Resumen del museo/Museum Review (10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los estudiantes van a escoger un libro/una película folclórico/un museo folclórico (aprobado por la profesora), leerlo/verlo/visitarlo y escribir un resumen, conectándolo a los temas de clase.</td>
</tr>
<tr>
<td>*Este reporte debe ser 2-3 páginas y será calificada con base a la rúbrica debajo.</td>
</tr>
<tr>
<td>Students will select a folklore book/film/museum (approved by the professor), read it/view it/visit it and write a review, connecting it to class themes.</td>
</tr>
<tr>
<td>*This report must be 2-3 pages and will be graded according to the rubric below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Assignment #2: Composición de síntesis/Synthesis paper (10 %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los estudiantes van a escribir una composición de 4-5 páginas explicando cómo su práctica y filosofía crecieron y lo que aprendieron en este curso y cómo piensan aplicarlo a la educación bilingüe en el futuro.</td>
</tr>
<tr>
<td>*Este reporte debe ser 4-5 páginas y será calificada con base a la rúbrica debajo.</td>
</tr>
<tr>
<td>Students will write a 4-5 page paper explaining how your knowledge, practice and philosophy grew, citing what they learned in this course and explaining how they plan to apply this to a career in bilingual education.</td>
</tr>
<tr>
<td>*This paper must be 4-5 pages and will be graded according to the rubric below.</td>
</tr>
</tbody>
</table>

Revised January 15, 2015
## Written Assignment #1 & #2 Will Be Graded According to the Rubric Below:

### Content

<table>
<thead>
<tr>
<th>Rating</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
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</thead>
<tbody>
<tr>
<td>Superior coverage of subject, topic and/or thesis</td>
<td>Superior coverage and/or thesis</td>
<td>Adequate coverage and/or thesis</td>
<td>Little coverage and/or thesis</td>
<td>Does not cover subject/topic</td>
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</tr>
<tr>
<td>Meets or exceeds the required length.</td>
<td>Meets required length</td>
<td>Appropriate length to cover topic and/or thesis</td>
<td>Less than the required length to cover topic and/or thesis</td>
<td>Not adequate in length</td>
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<tr>
<td>Assertions exceptionally well supported and/or illustrated</td>
<td>Assertions well supported</td>
<td>Assertions generally supported and/or illustrated</td>
<td>Assertions minimally supported and/or illustrated</td>
<td>Assertions inadequately supported and/or illustrated</td>
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### Organization

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<tr>
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<th>Average - 3</th>
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<th>Not Adequate - 1</th>
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<tbody>
<tr>
<td>Thoughts exceptionally well organized and presented.</td>
<td>Thoughts mostly organized and presented</td>
<td>Thoughts generally well organized and presented</td>
<td>Thoughts minimally organized and presented</td>
<td>Thoughts not clearly organized</td>
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### Creativity & Style

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<th>Rating</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
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<tbody>
<tr>
<td>There is much evidence of imagination.</td>
<td>There is some evidence of imagination</td>
<td>There is some evidence of imagination</td>
<td>There is minimal evidence of imagination</td>
<td>Details are a listing of facts with no concern for creativity or imagination</td>
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<tr>
<td>Ideas are unique and enhance arguments</td>
<td>Many ideas are unique and well thought out</td>
<td>Some ideas are unique</td>
<td>Ideas are cliché or over simplistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity flows with multiple facts</td>
<td>Creativity flows with some facts</td>
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### Mechanics

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<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
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<tbody>
<tr>
<td>Minimal errors to</td>
<td>Few errors to</td>
<td>Consistent errors to</td>
<td>Excessive errors to</td>
<td>Serious and persistent errors to</td>
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<tr>
<td>Sentence structure</td>
<td>Sentence structure</td>
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<td>Word Usage</td>
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</table>
Final Project: El proyecto final /Final project (20%)
Students will contribute toward a class performance project and share not only in the creation of a class festival, reflecting one or more class themes, but also in the creation of a grading rubric for the performance project. Students will each individually assess the final project, according to the rubric developed.

Daily Attendance & Participation 20 % DUE: Weekly
Discussion Board Assignments 24 % DUE: Weekly
Children’s Book Midterm/Oral 10 % DUE: 2/24/2015
Book Report/Film Review 10 % DUE: 3/3/2015
Classroom Observations 6 % DUE: 3/10/2015
Final Project 20 % DUE: 3/10/2015
Synthesis paper 10 % DUE: 3/15/2015

** EXTRA CREDIT can be earned by attending lecture series presentations. Students that sign in attendance at an April lecture series at NNMC will earn 1% toward their overall grade/event. A total of 4 lectures will be presented and a total of 4% extra credit can be earned.

A.) Required Professional Competency-Based Artifacts for Courses with

Field Lab Experiences:

Professional Competency-Based Collection of Artifacts* 20%
Field Lab Experience Log Sheet 50%
Classroom Disposition Checklist (Faculty) 5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s) 15%
*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases

Revised January 15, 2015
XV. Late Work:
All discussion board assignments and class readings must be completed by the due date on the syllabus. All other projects and assignments must be submitted by 5/5/2015.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

A=90-100%
B=80-89%
C=70-79%

Revised January 15, 2015
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and.

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: SPRING 2015

III. Course Time and Place: Mondays, 16.00-18.35 and BLACKBOARD

IV. Instructor Information:

| Instructor: DR. SARAH O BRIEN | Communication Information: 505 747 2251 sarah.obrien@nnmc.edu | Office Hours: Monday, 2-4 p.m. (Please make a/p) |

REQUIRED TEXTS:


  *Available for check out from AVANCE office, Teacher Ed. Center. Books must be returned on the last day of class.


- Proctor, P. (2014) Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, OELA and WhatWorks Review


- World Class Instructional Design and Assessment (WIDA) English Proficiency Standards and Resource Guide

Revised January 15, 2015
V. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VI. Attendance:
Attendance is required for all class AND ONLINE sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

VII. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

Revised January 15, 2015
VIII. Catalog Course Description:

This course explores theories of both first and second language acquisition. It will also examine the relationship between language use and language development in the home, school, and community. An emphasis will be placed on developing an understanding of language acquisition and bilingualism in a classroom environment.
7. Course Outcomes:
1. Expand understanding of the culturally and linguistically diverse (CDL) student, family and community.
2. Expand understanding of the relationship between first and second language development.
3. Develop an understanding of the relationship between academic language development and the process by which students acquire language as mediated in the home environment, the community at large, and the school environment.
4. Develop an understanding of English language development assessment for the state of New Mexico and score interpretation and placement.
5. Develop an understanding of appropriate strategies, curriculum and assessment to promote English language development.

8. Class Topics, NM Teacher Competencies:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern New Mexico College of Education Conceptual Framework. Assignments in this course correspond:
**TESOL competencies as listed below**-

**A. Knowledge of students** - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.
(1) The teacher recognizes and accepts the home language as a valid system of communication.
(2) The teacher knows the effects of cultural and socioeconomic variables on the students’ general level of development and socialization.
(3) The teacher understands the factors that contribute to the lifestyles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.
(4) The teacher knows about exceptionalities in learning and, is able to access resources and facilitate inclusive learning for all students.

**B. Knowledge of language and language development** - New Mexico teachers of English as a second language are models of language proficiency and have knowledge of a second language. In addition, they draw on their knowledge of language and language development to understand the process by which students acquire both their first and second languages, to develop instructional strategies that promote language development, and to modify the curriculum as necessary to accommodate the needs of new language learners.
(1) The teacher demonstrates proficiency in English literacy at a level commensurate with the teacher's role as a language model.
(2) The teacher has knowledge of the process of oral and (where applicable) written language acquisition in the first and second language.
(3) The teacher demonstrates knowledge of the ESL (English as a second language) component in bilingual education.

Revised January 15, 2015
(4) The teacher understands the integrated nature of cognitive and affective language development.
(5) The teacher understands and respects vernaculars, including social and regional varieties.
(6) The teacher has knowledge of another language and culture, i.e. a minimum of two semesters of university coursework in a language other than English.

**Bilingual competencies as listed below**

C. English language development

(1) The teacher recognizes and accepts the standard and dialectal language variety as valid systems of communication, each with its own legitimate functions.
(2) The teacher demonstrates knowledge of the basic nature of language, language acquisition, language variation, language change, and the relations of language to society and culture.
(3) The teacher demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.
(4) The teacher identifies structural and semantic differences between the student’s first and second language, recognizing areas of potential influences of the first language and utilizes this information for instructional purposes.
(5) The teacher uses methods for teaching English as a second language for the English language development of students in all content areas, including the language arts.

IX. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

**NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).**

**College wide Learning Outcomes**

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility,
sense of fairness and justice, to test conventional wisdom for the pursuit of truth, empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic</th>
<th>Readings</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS 1 01-26</td>
<td>WHO ARE OUR ENGLISH LANGUAGE LEARNERS? What Impacts their Academic Performance?</td>
<td>Introductions Syllabus Review Chapter 1, Freeman.</td>
<td>C1 C2 C3 C4 B4 A2</td>
<td></td>
<td>Knowledge 2, 7, 4, 5 Skills 1,2 Disposition 1, 2 &amp; 3 NNMC SLO #1, 2, 3.4</td>
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<tr>
<td>ONLINE</td>
<td>2nd Language Acquisition in NEW MEXICO What languages are being learned? Who and where are our Language Learners?</td>
<td>State of New Mexico Bilingual and Multicultural Report 2013-2014</td>
<td>C1 C2 C3 C4 B1 B2 B3 A2</td>
<td>Blackboard Discussion Due 02/04 Reflective Journal # 1</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1, 2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
</tr>
<tr>
<td>CLASS 2 02/05</td>
<td>FACTORS IMPACTING 2nd LANGUAGE ACQUISITION</td>
<td>Ch. 12, Second Language Acquisition, pp 329-370</td>
<td>C1 C2 C3 C4 B1 B2 B3 A2 A4</td>
<td>NNMC SLO #1, 2, 3. 4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
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<tr>
<td>ONLINE</td>
<td>FACTORS IMPACTING 2nd LANGUAGE ACQUISITION</td>
<td>Proctor, P. Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, OELA <a href="http://edstream.ed.gov/webcast/Play/7f9570b95f594e388f7cfd80af473a41d">http://edstream.ed.gov/webcast/Play/7f9570b95f594e388f7cfd80af473a41d</a></td>
<td>C1 C2 C3 C4 C5 B1 B2 B3</td>
<td>Blackboard Discussion Due 02/08 Reflective Journal #2</td>
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</tbody>
</table>

Revised January 15, 2015
<p>| CLASS 4 02/16 | THEORIES OF 1st and 2nd LANGUAGE ACQUISITION | Freeman Read Chapter 5 – What are the principal theories of first and second language acquisition | C1 C2 C3 C4 B1 B2 B3 A3 | Mid-Term Exam | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 5 02/23 | KEY CONCEPTS IN BILINGUAL EDUCATION | Gass, Ch. 3, Second Language Acquisition | C1 C2 C3 A1 A3 A4 | Reflective Journal #4 Blackboard Discussion Due 02/22 | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| ONLINE | THEORIES OF 1st and 2nd LANGUAGE ACQUISITION | EXPLORATION OF WEB RESOURCES | C1 C2 C3 C4 C5 B1 B2 B3 A1 A4 | Reflective Journal #4 Blackboard Discussion Due 02/22 | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |</p>
<table>
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<tr>
<th>ONLINE</th>
<th>INVOLVING PARENTS AND DEVELOPING AN INTERCULTURAL ORIENTATION</th>
<th>Freeman, Chapter 7, How can schools develop an intercultural orientation? Ncela.us/webinars Meeting the Needs of Dual Language Learners.</th>
<th>C1 C2 C3 C4 C5 B1 B2 B3 A1</th>
<th>Reflective Journal #5 Blackboard Discussion Due 03/01</th>
<th>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS 6 03/02</td>
<td>MEASURING LANGUAGE DEVELOPMENT</td>
<td>WIDA English Language Development Standards</td>
<td>C1 C2 C3 C4 B1 B2 B3 A1</td>
<td>Powerpoint Presentation</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 5, 4, 7, 9, 1 Skills 1,2</td>
</tr>
<tr>
<td>ONLINE</td>
<td>MEASURING LANGUAGE DEVELOPMENT</td>
<td>Review of WhatWorks website.</td>
<td>C1 C2 C3 C4 B1 B2 B3</td>
<td>Threaded Discussion Blackboard Discussion Due 03/08</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 5, 4, 7, 9, 1 Skills 1,2</td>
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<tr>
<td>CLASS7  03/09</td>
<td>FINAL EXAM COURSE RESPONSES AND EVALUATIONS</td>
<td>C1</td>
<td>C2</td>
<td>C3</td>
<td>C4</td>
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X.

**Assignment Descriptions/ Assessment Criteria:**

1. **Course Participation**

   Candidates are expected to fully engage in class and online discussions and read all required texts and articles thoroughly and deeply prior to class sessions. Please see the Course Participation rubric on Blackboard and NNMC’s Classroom Dispositions for standards.

2. **Written Exams**

   - Mid Term Exam: 10%
   - Final Exam: 10%

   The mid-term and final exam will test your understanding of how language is acquired, major theories of language acquisition and any other materials, readings and discussion covered during class. Sample questions and answers will be provided before an exam and serve as a base for review of materials and to familiarize students with exam type.

3. **Teacher Interview**

   For this course and the assessment course, candidates will contact a public school ESL/ Bilingual Ed. teacher. They will conduct an interview in which inquiry is made into the type of dual language or English language program used in the school, the assessment processes in his or her school, as well as the instructional model and approaches used by the teacher. A list of sample questions is appended to the syllabus.

4. **Reflective Journal**

   | Revised January 15, 2015 |
Candidates will submit 5 journal entries as one typed, final document at the end of the course. Through the journal, students explore course content through completion of a series of activities and ensuing reflections that demonstrate their understanding of and engagement with course content. For example, journals will be used to explain universal features of language, major theories of language acquisition, relationship between language and culture, and measurements and assessment of second language development. Length, about 1 page, 12 font, 1.5 spacing.

5. Powerpoint Presentation

Candidates will share a power-point presentation based on one of the theories of language acquisition covered during the course. Presentations will overview the main characteristics of the theory, outline its strengths and short-comings, and how knowledge of this theory might improve our teaching style and strategies. Powerpoints will be graded by a rubric that aligns with the TESOL 2012 Standards, which will be posted on BlackBoard.

RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

***RUBRIC FOR GRADING DISCUSSION BOARD POSTINGS***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
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<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
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<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
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Revised January 15, 2015
**RUBRIC FOR GRADING OF REFLECTIVE JOURNALS**

**Journal Rubric**
The Reflective Journal is included as part of the course modules. It requires students to comment on some of the assigned readings from texts and/or review online information and apply or reflect on what you have been reading about. Then students will write their responses or reactions as an entry into the journal. Your reflective journal will be submitted via Blackboard email system to the professor by the dates indicated in the syllabus. Length, about two thirds of a page each entry.

***Los estudiantes de EDBE 416, o sea, el programa bilingüe, pueden presentar sus reflexiones en español***

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<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
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<tr>
<td><strong>Content and style</strong></td>
<td>Need Improvement</td>
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<td>(1 points)</td>
<td>The report barely conforms to expectations of quality in content and style. The writing fulfills given task parameters in only some respects; it contains a number of factual errors or misuse of sources, and constitutes a weak attempt to create a mature, well-prepared professional report. It shows an emerging level of awareness and sophistication, which</td>
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<tr>
<td>Objective/Criteria</td>
<td>Performance Indicators</td>
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<tr>
<td><strong>Need Improvement</strong></td>
<td>Performance Indicators</td>
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<tr>
<td><strong>Understanding of subject and professional standards</strong></td>
<td>comes close to meeting the assignment’s expectations; it suggests a basic level of relevant knowledge and some desirable skills and professional dispositions.</td>
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<tr>
<td>(1 points) Journal exhibits mostly vague or unsuitable content. Narrative is mostly irrelevant to assigned topic or shows inadequate development of topic, non-substantive development of pertinent issues and experiences/questions. Uninformed treatment of subject with little substance, few or unsuitable reviewed sources or other supporting data or information. It suggests very limited awareness of professional standards/subject area issues. Fails to indicate suitable applications. It demonstrates little awareness of issues and limited skill in addressing content. It does not meet minimum task parameters as identified in course syllabus.</td>
<td>(2 points) Journal has adequate evidence of a general ability to reflect on issues, concerns &amp; outcomes. Discussion is narrow enough to fall within task parameters, mostly relevant to topic. Reviews a number of relevant events or experiences in an informed manner and provides supporting evidence in the form of examples, cited sources, collected data. It shows adequate knowledge of pertinent professional standards/subject area issues and some ability in identifying suitable applications in content areas. Shows promising ability to provide valid discussion of content in a professional manner. Provides evidence of awareness of relevant issues.</td>
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<td><strong>Level of reflection and insight</strong></td>
<td>(1 points) The report presents a succinct and rather basic narrative; it is at times supported by mostly relevant evidence that is somewhat suggestive of pertinent best practices; it demonstrates emerging</td>
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<td><strong>Revised January 15, 2015</strong></td>
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<td>Objective/Criteria</td>
<td>Performance Indicators</td>
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<td>Need Improvement</td>
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<td>ability to provide valid criticism and occasionally identify effective v. not-so effective applications. Narrative demonstrates some basic awareness and sensitivity towards culturally diverse situations/ context and a rather basic level of ability to provide principled responses.</td>
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<td><strong>Organizational structure</strong></td>
<td>(1 points) The organizational structure is scarcely smooth, logical, and coherent; it offers poor choice in transition making it seem somewhat choppy; it complies with few of the required items. A significant number of required items are either missing or not fully addressed as required. It fails to meet submission deadline.</td>
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<td><strong>Clarity of writing</strong></td>
<td>(1 points) The prose is somewhat clear and apt with a limited degree of awareness, precision and pertinent details/ examples; it is suggestive of an emerging ability to monitor and adjust instruction. The rationale/ reflection is vague at times and with little support, showing an emerging proficiency in utilizing best practices that are responsive to diverse learners’ needs. The report shows some mechanical errors in punctuation, grammar, spelling, and sentence</td>
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<td>Objective/Criteria</td>
<td>Performance Indicators</td>
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<td>Need Improvement</td>
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<td>structure. Submission</td>
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<td>day).</td>
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out of 15

XI. Late Work:
Your work is due on the date indicated on the syllabus. Course work will not be accepted past the due date.

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Grading (example):
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B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

If you are going to use that in your grading be sure the grading scale reflects that grading system.

XVI. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XVII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

i. Credit Hours: 3

ii. Semester Taught: SPRING 2015

iii. Course Time and Place: BLACKBOARD

iv. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SARAH O BRIEN</td>
<td>505 747 2251 <a href="mailto:sarah.obrien@nnmc.edu">sarah.obrien@nnmc.edu</a></td>
<td>Mon-Friday 09.00-16.00 (Please make a/p)</td>
</tr>
</tbody>
</table>

v. Required Text:

**The required Textbooks can be borrowed from the AVANCE office, which is located upstairs in the Teacher Education Center. Please contact delmeria.martinez@nnmc.edu to check out your book. Books must be returned in acceptable condition by May 7 2015.**


O Malley J. and L. Valdez (1996) Authentic Assessment for English Language Learners, Practical Approaches for Teachers Longman (Available for check out from Teacher Education Center)

Readings on Blackboard:

- Castaneda, M. Rodriguez-Gonzalez, Enhancing Reading Proficiency in English Language Learners (ELLs): The Importance of Knowing Your ELL in Mainstream Classrooms.
- World Class Instructional Design and Assessment (WIDA) English Proficiency Standards and Resource Guide
- Hellman, Andrea (2011) Assessment with P-12 English Language Learners, (TESOL, 2011)

• Stoddart, T. Jorge Solis, Sara Tolbert, and Marco Bravo (2010), *A Framework for the Effective Science Teaching of English Language Learners in Elementary Schools*. Teaching Science with Hispanic ELLs in K–16 Classrooms, pages 151–182. Information Age Publishing

• State of New Mexico Bilingual Multicultural Education Annual Report for School Year 2013-2014

**Culturally Relevant Literature**

Candidates will read and plan lesson activities around a culturally relevant literature chapter book (see examples below). Each group will make a powerpoint presentation of the book and lesson activities to the class.


vi. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

vii. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

viii. New Mexico Initial Licensure requirements.

*ALP requirements:*

Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

Catalog Course Description:
*This course focuses on the understanding of teaching methodologies in the bilingual/ESL classroom. A variety of instructional strategies, techniques, and alternative assessments will be explored with an emphasis on critical reflective practice.*

Course Objectives:
1. Expand understanding of the culturally and linguistically diverse (CDL) student
2. Expand understanding of effective program models for CDL students; CALLA Method of Instruction and Sheltered Method of Instruction (SDIE & SIOP).
3. Develop an understanding of cognitive academic language learning in the bilingual/ESL classroom.
4. Expand understanding of learning strategies.
5. Expand understanding of teaching strategies.
6. Expand knowledge on the use of technology in the bilingual/ESL classroom.
7. Identify, describe and analyze criteria for selecting or creating appropriate and bias free instructional materials for English language development in “content” areas.
8. Develop an understanding of appropriate alternative assessment instruments (portfolios, authentic assessments) in the bilingual/ESL classroom.
9. Expand understanding of reflective practice as a means to improve student achievement and professional growth.

College wide Learning Outcomes
NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes.

Revised January 15, 2015
1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

**TESOL and Bilingual Education Competencies as listed below**

E. **Meaningful learning through multiple paths to knowledge - New Mexico teachers of English as a second language use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways. They provide multiple paths to help students develop language proficiency and strengthen understanding of the pertinent disciplines. They effectively use the English language to enhance subject-matter learning.**

(1) The teacher develops a large repertoire of active teaching and learning strategies appropriate to distinct learning styles and developmental levels of students.
(2) The teacher develops a knowledge base and teaching strategies related to the basic elements and methodologies appropriate to the development of literacy and content area knowledge.
(3) The teacher demonstrates an ability to utilize innovative, communicative-based teaching techniques to enhance the language acquisition process.
(4) Instructional resources - New Mexico teachers of English as a second language select, adapt, create, and use rich and varied resources.

(5) The teacher knows procedures for identifying biases and deficiencies in existing curriculum and strategies to modify it to address student linguistic, cultural, and developmental needs.

(6) The teacher knows strategies to develop, acquire, adapt and evaluate materials appropriate to the alternative language/multicultural classroom.

(7) The teacher explores, evaluates, and uses technology including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students.

(8) Learning environment - New Mexico teachers of English as a second language establish a caring, inclusive, safe, and linguistically and culturally rich community of learners where students take intellectual risks and work both independently and collaboratively.

(9) The teacher demonstrates knowledge of and applies management techniques appropriate to classrooms.

(10) The teacher creates a climate of high expectations for all students.

(11) The teacher creates a secure learning atmosphere in order to facilitate a risk-taking environment.

(12) The teacher creates meaningful curricula with materials and activities that foster critical thinking skills.

F. Assessment - New Mexico teachers of English as a second language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.

   (1) The teacher understands the principles and theories of second language assessment.

   (2) The teacher shall be able to administer language assessments, interpret results, and incorporate them into instruction.

   (3) The teacher recognizes potential linguistic and cultural biases in assessment instruments including standardized tests.

   (4) The teacher utilizes alternative assessment measures including portfolio and authentic assessments.

G. Reflective practice - New Mexico teachers of English as a second language regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.

   (1) The teacher develops the ability to self-monitor and self-reflect on teaching strategies, value systems, and beliefs as they relate to students.

   (2) The teacher continuously assesses and adjusts his/her own language usage in the classroom in order to maximize student comprehension and verbal participation.

D. Instructional methodology

(1) The teacher demonstrates knowledge of the philosophical, historical, legal, theoretical, and sociological foundations of bilingual education programs, including a knowledge of national, state and local curriculum requirements and
standards.

(2) The teacher demonstrates knowledge of major models and prototype of bilingual and English as a second language programs and components of such programs.

(3) The teacher demonstrate knowledge of theories of first and second language acquisition by utilizing teaching methods appropriate to various language groups, distinct learning styles, different developmental levels.

(4) The teacher demonstrates knowledge of and use theories, approaches, methods, and techniques for teaching listening, speaking, reading and writing in two or more languages in the development of literacy, mathematics, social studies, science, art, music and physical education.

(5) The teacher demonstrates curriculum planning and classroom management skills, including procedures for identifying biases and deficiencies in existing curricula and strategies to modify the curriculum to better address student linguistic, cultural and developmental needs in English and the language other than English.

(6) The teacher applies strategies to develop, acquire, adapt and evaluate materials appropriate to the bilingual/multicultural classroom.

(7) The teacher demonstrates abilities to organize, plan and teach specific lessons in required curriculum areas using the appropriate terminology in English and the language other than English.

(8) The teacher demonstrates the ability to collaborate with other education professionals in promoting the participation of second language learners in all aspects of schooling.

(9) The teacher explores, evaluates and uses technology including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students.

(10) The teacher knows about exceptionalities in learning, and is able to access resources and facilitate inclusive learning for all students.

### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic</th>
<th>Sub Topics and Activities</th>
<th>Readings</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
</table>
| CLASS 1 01-22 | INTRODUCTION | 1. ELLs in U.S. schools  
2. Syllabus & Course Overview | Collier & Thomas (1999)  
Making U.S. Schools  
Effective for English Language Learners TESOL | E7  
G2  
E2  
E1  
E8  
D9 | Blackboard Threaded Discussion  
Video Submission #1 | Knowledge  
2, 7, 4, 5  
Skills 1,2 Disposition 1,2 & 3 |
| CLASS 2 01-29 | Educational Outcomes for English Learners in Different Instructional Programs [link](http://edstream.ed.gov/webcast/Play/38bac1645673417e942314224b5dc1011d) | Moughamian, A. C., Rivera, M. O., & Francis, D. J. (2009). Instructional models and strategies for teaching English Language learners. | E1 E6 D9 | Reflective Journal #1 Threaded Discussion Due 02/04 | NNMC SLO #1, 2, 3.4 | NNMC SLO #1, 2, 3.4 Disposition 1,2 & 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 3 02/05 | LANGUAGE 1. Language Acquisition 2. Language Development [link](https://www.youtube.com/watch?v=Vt4Dfa4fOEY) | Herrera/Chapte r 3: Linguistic Dimensions of Methods for CLD Students | E8 D10 D9 | Reflective Video Submission #2 Due 02/11 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 & 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 4 02/12 | TEACHING ELL’s Connecting Research, Practice and Policy Implementation for English Learners [link](http://edstream.ed.gov/webcast/Play/7f9570b95f594e388f) | Proctor, P. *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*, OELA | E1 E6 | Reflective Journal #2 Due 02/18 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 & 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 5 02/19 | SHELTERED MODEL OF INSTRUCTION | Herrera/Chapter 8: The Sheltered Method of Instruction Goldberg, C *Teaching English Language Learners* | E1 E6 D2 D6 | Video Submission #3 Due 02/25 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 & 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 6 02/26 | CALLA Method of Instruction 1. Crosslinguistics 2. CALLA STUDENTS & INSTRUCTIONAL MODELS 1. WIDA and Common Core Standards 2. TESOL Standards 2012 | Herrera, Ch. 9 CALLA Method of Instruction | E1 E6 D2 D6 | Reflective Journal #3 Due 03/04 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 & 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 7 03/05 | Mathematics 1. Language in Mathematics 2. Scaffolding Mathematics Learning | Muschkovich, J *Bilingual Mathematics Learners* What Works Clearinghouse Review of RtI Instruction in Math for ELLs (link provided on BB) | E1 E6 D2 D6 | Video Submission #4 Due 03/11 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 & 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 8 | Language Arts & Literacy  
1. Supporting Literacy Development  
2. Scaffolding Writing  
3. Culturally Relevant Lit. Assignments | Castaneda, M. Rodriguez-Gonzalez, *Enhancing Reading Proficiency in English Language Learners (ELLs)*:  
E1  
E6  
D2  
D6 | Reflective Journal #4  
Due 03/18  
Threaded Discussion  
Teacher Interview Case Study Due 03/25 | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 2, 7, 4, 5 Skills 1,2 |
| --- | --- | --- | --- |
| CLASS 9 | SPRING BREAK NO CLASS  
Teacher Interview Case Study Due 03/25 |  |  |
| CLASS 10 | SCIENCE  
1. Language in Science  
2. Scaffolding Science Learning  
[http://edstream.ed.gov/webcast/Play/7f9570b95f594e388fdcfdb0af473a41d](http://edstream.ed.gov/webcast/Play/7f9570b95f594e388fdcfdb0af473a41d) | Stoddart J. Solis S. and Bravo M., *A Framework for Effective Science Teaching of English Language Learners in Elementary Schools*  
Hooper, P., *STEM and EL’s; A Collaborative Effort*, Webinar, ncela.ed.gov/webinars/2011  
E1  
E6  
D2  
D6 | Video Submission #5  
Due 04/01  
Threaded Discussion | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 11 | METHODS OF TEACHING BILINGUAL/ESL  
Northern New Mexico April Lecture Series  
(You will be required to attend at least 2 of these 4 lectures hosted at NNMC. Lectures will take place Thursday evenings) | E3  
E4  
D2  
D6  
D9 | Lesson Plan due 04/08 | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge |
<table>
<thead>
<tr>
<th>CLASS</th>
<th>Date</th>
<th>Lecture Series</th>
<th>Website</th>
<th>Assignment</th>
<th>SLO</th>
<th>Disposition</th>
<th>Knowledge</th>
<th>Skills</th>
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<tr>
<td>12</td>
<td>04/09</td>
<td>NNMC April Spring Lecture Series</td>
<td></td>
<td>E3 F1 E4 F2 D2 F3 D6 F4 D9</td>
<td>5, 4, 7, 9, 1</td>
<td>NNMC SLO #1, 2, 3.4</td>
<td>5, 4, 7, 9, 1</td>
<td>1, 2</td>
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<tr>
<td>13</td>
<td>04/16</td>
<td>NNMC April Spring Lecture Series</td>
<td><a href="http://www.projectglad.com">www.projectglad.com</a></td>
<td>F1 F2 F3, F4</td>
<td></td>
<td>NNMC SLO #1, 2, 3.4</td>
<td>5, 4, 7, 9, 1</td>
<td>1, 2</td>
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<tr>
<td>14</td>
<td>04/23</td>
<td>NNMC April Spring Lecture Series</td>
<td><a href="http://www.dlenm.org">www.dlenm.org</a> (Student will explore this website and pick out two pieces of research or publication related to ELL instruction and assessment that they found)</td>
<td>E12 E3 E4</td>
<td></td>
<td>NNMC SLO #1, 2, 3.4</td>
<td>5, 4, 7, 9, 1</td>
<td>1, 2</td>
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<tr>
<td>CLASS 15 04/30</td>
<td>Methods of Teaching Bilingual/ ESL Pulling it All Together</td>
<td>E3 E4 D3 D5 D7</td>
<td>Reflective Journal # 6 Threaded Discussion Academic Journal Due 05/07</td>
<td>NNMC SLO #1, 2, 3, 4 Disposition 1,2 &amp; 3 Knowledge 2, 5, 3, 4, 9 Skills 1,2</td>
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<tr>
<td>CLASS 16 05/07</td>
<td>Course Closure 1. Self-Reflective Presentation. 2. Overall reflection &amp; Goal Setting 3. Complete Course Evaluations</td>
<td>E3 G1 G2 D1 D8</td>
<td>Threaded Discussion Self-Reflective Presentation through Prezi Due.</td>
<td>NNMC SLO #1, 2, 3, 4 Disposition 1,2 &amp; 3 Knowledge 9, 7, 6, 4, 5 Skills 1,2</td>
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</table>

Threaded BB discussions due by Wednesday of each week at 11.59 p.m.
Video Submissions due by Wednesdays at 11.59 p.m.
Teacher Interview Case Study Due 03/25
Lesson Plan Due 04/08
Academic Journal Due 05/07
Self-Reflective Presentation through Prezi Due 05/07

**Assignment Descriptions/ Assessment Criteria:**
1. Course Participation (Threaded Discussion) ................................................................. 20%
Candidates are expected to fully engage in online discussions and read all
required texts and articles thoroughly and deeply prior to class sessions. Since our classes become live each Thursday you will submit all discussions, at the latest, by Wednesday at 11.59p.m.

Please see RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS below

2. Bilingual/ ESL Lessons Plan..................................................................................................................20%
Candidates will read a culturally relevant chapter book (from the syllabus list or as approved by the instructor) and develop activities to teach the text to ELLs/Bilinguals. Activities should include, at a minimum, one pre-reading activity, one during reading activity, one reading comprehension activity, and one writing activity. In groups of two, students will present their selected text and activities by webcam.

3. Teacher Interview.................................................................................................................................20%
For this course and the assessment course, candidates will contact a public school ESL/ Bilingual Ed. teacher. They will conduct an interview in which inquiry is made into the assessment processes in his or her school, as well as the instructional model and approaches used by the teacher. See Blackboard for an initial list of questions and rubric.

4. Reflective Journal Responses................................................................................................................10%
Candidates will submit an academic journal at the end of the semester containing 6 journal entries (6 entries at 15 points each = 90 points). Students will email this journal to the instructor through the Blackboard email system as one word document. A rubric for the reflective journal is appended below.

5. Video Submissions.................................................................................................................................10%
Using the Blackboard Webcam function students will submit 6 videos (6 entries at 20 points each = 120 points) on Blackboard. Videos will illustrate the student’s response to and engagement with aligned texts and will platform their investigation into further methods for teaching Bilingual/ ESL. Students will listen to all videos and respond to at least two videos per module. See rubric below for video submissions. Since our classes become live each Thursday you will submit all videos, at the latest, by Wednesday at 11.59p.m.

6. Self-Reflective Presentation ..................................................................................................................20%
The student will prepare a 10-minute presentation through Prezi that synthesizes the insight, knowledge, techniques and skills that he/she acquired during the course and that particularly relate to Methods of Teaching Bilingual/ESL. A Rubric for the self-reflective presentation will be available on Blackboard.

Revised January 15, 2015
**RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS**

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

***RUBRIC FOR GRADING DISCUSSION BOARD POSTINGS***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
</tr>
<tr>
<td>Completeness</td>
<td>The material posted lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
<td>The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well presented.</td>
</tr>
<tr>
<td>Evidence of Collaboration</td>
<td>Content of the posting provides no evidence of collaboration with peers. No supporting references were used and no comments on peer posts were made.</td>
<td>Content of the posting provides limited evidence of collaboration with peers. Less than 1 supporting reference or comment on peer posts was made.</td>
<td>Content of the posting provides good evidence of collaboration with peers; 2 supporting references or comments on peer posts were made.</td>
<td>Content of the posting provides good evidence of collaboration with peers; 3 supporting references or comments on peer posts were made.</td>
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</table>
**RUBRIC FOR GRADING OF REFLECTIVE JOURNALS**

Journal Rubric

The Reflective Journal is included as part of the course modules. It requires students to comment on some of the assigned readings from texts and/or review online information and apply or reflect on what you have been reading about. Then students will write their responses or reactions as an entry into the journal. Your reflective journal will be submitted via Blackboard email system to the professor by the dates indicated in the syllabus. Length, about two thirds of a page each entry.

***Los estudiantes de EDBE 406, o sea, el programa bilingüe, pueden presentar sus reflexiones en español***

<table>
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<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
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<tbody>
<tr>
<td><strong>Content and style</strong></td>
<td>Needs Improvement</td>
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<td><strong>Meet Expectations</strong></td>
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<td><strong>Exceptional</strong></td>
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<td>(1 points)</td>
<td>The report barely conforms to expectations of quality in content and style. The writing fulfills given task parameters in only some respects; it contains a number of factual errors or misuse of sources, and constitutes a weak attempt to create a mature, well-prepared professional report. It shows an emerging level of awareness and sophistication, which comes close to meeting the assignment’s expectations; it suggests a basic level of relevant knowledge and some desirable skills and professional dispositions.</td>
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<tr>
<td><strong>Understanding of subject and professional standards</strong></td>
<td>Needs Improvement</td>
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<td>(1 points)</td>
<td>The report has adequate evidence of ability to reflect on issues, concerns &amp; outcomes. Discussion is narrow enough to fall within task parameters, mostly relevant to topic. Reviews a number of relevant events or experiences in an informed manner and</td>
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<tr>
<td>Objective/Criteria</td>
<td>Performance Indicators</td>
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<td>indicate suitable</td>
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<td>applications. It</td>
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<td>demonstrates little</td>
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<td>awareness of issues and</td>
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<td>addressing content. It</td>
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<td>does not meet minimum</td>
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<td>task parameters as</td>
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<td>identified in course</td>
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<td>syllabus.</td>
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<tr>
<td>Level of reflection and insight</td>
<td>(1 points)</td>
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<td>(2 points)</td>
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<td></td>
<td>(3 points)</td>
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<tr>
<td>Organizational structure</td>
<td>(1 points)</td>
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<td>(3 points)</td>
</tr>
<tr>
<td>Objective/Criteria</td>
<td>Performance Indicators</td>
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<td>--------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Need Improvement</td>
<td>in required report format. Most required items were fully addressed and approaches submission due date.</td>
</tr>
<tr>
<td>Meet Expectations</td>
<td>Exceptional Level: narrative. The summary and reaction sections are clearly labeled and show desirable dispositions towards diverse learners and the school. All required items were fully addressed and submitted in a timely fashion.</td>
</tr>
<tr>
<td>Exceptional</td>
<td>Excellent Level: The prose is clear, apt, and consistently insightful; the report demonstrates a high degree of pedagogical awareness, precision and pertinent details/examples suggestive of significant ability to successfully monitor and adjust instruction. The rationale/reflection is clear and well-supported, showing high proficiency in utilizing best practices that are finely tuned to diverse learners’ needs. The report is free of mechanical errors in punctuation, grammar, spelling, and sentence structure. A timely submission.</td>
</tr>
</tbody>
</table>

**RUBRIC FOR GRADING VIDEO SUBMISSIONS**

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and Articulation of materials</td>
<td>Posting and articulation of the posting is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Oral responses lack some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well articulated, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well articulated, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
</tbody>
</table>

Revised January 15, 2015
### Content

<table>
<thead>
<tr>
<th>Quality</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
</tr>
<tr>
<td>Lacking</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
</tr>
<tr>
<td>Well</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>Content is comprehensive and the narrative is very well articulated. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
</tr>
</tbody>
</table>

### Completeness

<table>
<thead>
<tr>
<th>Completeness</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks</td>
<td>The video posting lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
</tr>
<tr>
<td>Some key elements</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
</tr>
<tr>
<td>Most of the key elements</td>
<td>The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</td>
</tr>
<tr>
<td>All information</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well articulated.</td>
</tr>
</tbody>
</table>

### Evidence of Collaboration

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence</td>
<td>Content of the posting provides no evidence of collaboration with peers. No supporting references were used and no comments on peer posts were made.</td>
</tr>
<tr>
<td>Limited evidence</td>
<td>Content of the posting provides limited evidence of collaboration with peers. Less than 1 supporting reference or comment on peer posts was made.</td>
</tr>
<tr>
<td>Good evidence</td>
<td>Content of the posting provides good evidence of collaboration with peers; 2 supporting references or comments on peer posts were made.</td>
</tr>
<tr>
<td>Good evidence</td>
<td>Content of the posting provides good evidence of collaboration with peers; 3 supporting references or comments on peer posts were made.</td>
</tr>
</tbody>
</table>

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xii. **Late Work:**

Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

xiii. **Students with Disabilities:**

Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations.

Revised January 15, 2015
Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

xiv. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

xv. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

xvi. Grading Scale:
Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

If you are going to use that in your grading be sure the grading scale reflects that grading system.

xvii. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as
though they were your own original ideas, or 3) using work by another student with you
name as the author. When an instructor suspects a student of academic dishonesty,
the instructor will bring it to his student’s attention. If the problem is not resolved to the
instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

xviii. Students are responsible to refer to the Student Handbook for specific policies
and procedures.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

Northern New Mexico College
College of Education
SPED 455
Spring 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings. The instruction in Special Education course must incorporate the Content Standards for All Special Education Teachers.

SPED 455
IEP Development

I. Credit Hours: 4

II. Semester Taught: Spring 2015

III. Course Time and Place:
This is a hybrid course. Most work will be done online. Face to face classes will meet on the following days (Saturdays) in TEC Room 109:
2/07/15 - 9:00 – 4:00 pm
2/21/15 - 9:00 – 4:00 pm
3/21/15 - 9:00 – 4:00 pm
3/28/15 - 9:00 – 4:00 pm
4/11/15- 9:00 – 4:00 pm
4/25/14- 9:00 – 4:00 pm

IV. Instructor Information:
Instructor: Christina “Tina” Baca
Communication Information: christinabaca505@hotmail.com
Office Hours: By appointment

V. Required Texts:
Developing Quality IEPs, Technical Assistance Manual 2009, New Mexico Public Education Department (Download from the PED Website) Hardcopy will be provided by instructor.


Graduation Options for Students with Disabilities. May 2010, New Mexico Public Education Department (Download from the PED Website)

VI. Required Materials or Readings:
Additional readings will be provided via email or in class.

VII. Attendance:
This is a Hybrid course. Thus, your full participation in weekly discussions and assignments is expected. Attendance is required for all face-to-face class sessions. Students must be present for full day classes at NNMC. There is no
deviation from this rule. One day of missed face-to-face class will result in failure in the class.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Special Education classes must meet the Council for Exceptional Children (CEC) Competencies for Special Education.

VIII. Course Description:

This course is designed to provide a comprehensive overview of development of the Individualized Education Plan (IEP) and the relevant IDEA-B regulations. The IEP is the cornerstone of special education.

It is designed for Special Education teacher candidates and provides an in depth study of the Individualized Education Plan (IEP), focusing on the development of goals and objectives, present levels of performance, and the overall strategy involved in developing a meaningful IEP. As various exceptionalities are discussed, students will learn how to structure the student's IEP goals and objectives so that they comply with NM Core Standards. In addition to concentrating on the IEP, participants will discuss other important PED documents necessary as background to develop meaningful IEPs for students. Attention will also be paid on how to conduct IEP meetings.

IX. Course Objectives:

Course objectives are aligned with the NNMC Conceptual Framework and the Content Standards of the State of New Mexico. The objectives are also aligned with the Council for Exceptional Children’s Content Standards for Beginning Special Education Teachers.

At the conclusion of this course, the student will be able:
1. Articulate Special Education regulations specific to IEPs
2. Articulate the stages involved before the development of the IEP and the IEP process.
3. Conduct an effective IEP meeting.
4. Write measurable goals and objectives directly relating to the individual needs of the student with the exceptionality.
5. Develop present levels of performance (PLOP) statements required in the IEP.
6. Articulate and write appropriate adaptations and modifications for the student on the IEP.
7. Articulate the requirements of the IEP as they relate to the New Mexico Accountability System.

The candidate for licensure in special education:

CEC Content Standard 1: Foundations
a. Knows the laws, policies and ethical principles regarding behavior management, planning and implementation. (CC1K2)
b. Understands the relationship of special education to the organization and function for educational agencies. (CC1K3)
c. Understands the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs. (CC1K4)

CEC Content Standard 3: Individual Learning Differences
a. Understands the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
b. Appreciates the differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
CEC Content Standard 5: Learning Environments and Social interactions
a. Understands the demands of learning environments.
   e. Is able to create safe, equitable, positive and supportive learning environments in which diversities are valued.
   f. Is able to identify realistic expectations for personal and social behavior in various settings.
   g. Is able to identify needed supports for inclusion.
   h. Is able to design environments that encourage active participation in individual and group activities.
   i. Is able to modify learning environments to modify behavior.

CEC Content Standard 7: Instructional Planning
d. Is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
e. Is able to involve the individual and family in setting instructional goals and monitoring progress.
f. Is able to use functional assessment to develop intervention plans.
g. Is able to use task analysis.
h. Is able to sequence, implement, and evaluate individualized learning objectives.
i. Is able to use instructional time effectively.
j. Is able to make responsive adjustments to instruction based on continual observations.

CEC Content Standard 8: Assessment
a. Knows basic terminology used in assessment.
b. Understands screening, pre-referral, referral, and classification procedures.
c. Is able to gather relevant background information
d. Can interpret information from formal and informal assessments.
e. Can evaluate instruction and monitor progress of individuals with exceptional learning needs.

CEC Content Standard 9: Professional Ethical Practice
a. Understands personal cultural biases and differences that affect one’s teaching.
b. Knows that the teacher serves as a model for individuals with exceptional needs.
c. Knows current methods regarding research-validated practice.
d. Can practice within the CEC Code of Ethics and other standards of the profession.
e. Can uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
f. Can demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
g. Can practice within one’s skill limit and obtain assistance as needed.
h. Can use verbal, nonverbal, and written language effectively.
i. Can reflect on one’s practice to improve instruction and guide professional growth.

CEC Content Standard 10: Collaboration
a. Knows models and strategies of consultation and collaboration.
b. Knows the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of individualized program.
c. Can maintain confidential communication about individuals with exceptional learning needs.
d. Can collaborate with families and others in assessment of individuals with exceptional learning needs.
e. Can foster respectful and beneficial relationships between families and professionals.
f. Can assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
g. Can plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
h. Can model techniques and coach others in the use of instructional methods and accommodations.
i. Can observe, evaluate, and provide feedback to paraeducators.

X. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies.

XI. Assignment Descriptions and Assessment Criteria:
Students’ learning will be assessed through participation on weekly online discussions, online assignments, class presentations on an IEP related topics, and assignments given during face to face classes.

Grades will be distributed as follows:

1) Weekly on line discussions - 30%
2) Assignments – 30%
3) Class Participation – 20%
4) Final – 20%

• Description of each assignment, topic presentation and discussions are detailed on your Blackboard course (online) and listed in this syllabus.

XII. Late Work Policy:

a) Discussions posted after the due dates will receive a grade of ZERO

b) Online assignments submitted later than the due date will suffer grade deduction to the discretion of the instructor. Please contact the instructor if you will need to submit a late assignment.

XIII. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course immediately and no later than the first two weeks of the class so that the appropriate modifications and accommodations can be made in the class. Students who have special needs but choose not to communicate this to the instructor, and therefore, did not have their class work modified for them, cannot use this motive for appealing a failing or lower grade. The Special Needs liaison at NNMC is Rebecca Cabildo, 505-747-2152/ rcabildo@nnmc.edu, and you should contact her if you feel any modification is needed for you in the class.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control (emergencies). This means a serious
illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVI. Online discussions guidelines

The online discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content.

Online discussions should be a learning experience for all students. Postings and replies should be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard e-mail and not posted on the discussion board.

XVI. Complaints policy

The COE (College of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work go to the first person immediately above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted in the COE. For example, if you have questions about your grade, talk with your professor first, only if that is not resolved, you would talk with the COE Dean, etc. To a more complete description of the process, see NNMC student handbook.

XVII. Online communications – NNMC has determined that all student–faculty communication must by conducted through NNMC’s email. Thus, you are required to activate your NNMC e-mail account and conduct all your class communications with your professor through it. Online communication through other e-mail addresses will not be answered by the instructor.

Assignments and Due Dates

In addition to the weekly Discussion topics, the following assignments are part of this course. The instructor reserves the right to change assignments based on the needs of the class. As a reminder, this class is practical and designed to assist in the development of quality IEPs which meet the requirements of IDEA. Each assignment is worth 10 points.

Assignment # 1 Due 2/15/15
Read the SAT MANUAL developed by the NMPED (located in the Course Content page of this course). This manual deals with the 3 tier process to address students’ needs in regular education prior to referring students for evaluation.

Although Assignment 1 was changed in class on 2/7/14, I recommend that you download the SAT Manual as a reference guide. The revised assignment is:

1. Print the PreSchool-Elementary IEP from the Content section of this class (also provided in an email). For each section of the IEP, identify the page this section is discussed in either the PED-Developing Quality IEPs manual or the text, Pierangelo, Roger and Giuliani, George, Understanding, Developing and Writing Effective IEPs (2007).

2. Identify 5 reading interventions and 5 math interventions and the relevant reference for each, e.g., book, website, curriculum in school, etc. and be appropriate for the level you teach. Choose a
format that works for you, e.g., table, narrative, etc. This list of interventions is limited to 1.5 pages.

Assignment 2 Due 3/8/15
Research at least 2 Internet sites on the topic of home-school collaboration/school-family partnerships.

In addition, visit NM PED website and read 2 documents related to parents involvement in their child's education.

To find the first document go to Directory A to Z and click on Family/Parent Involvement. At the bottom of the page, read the New Mexico Guiding Principles on Family & Parent Involvement.

To find the second document go to Directory A to Z and click on Special Education Bureau. At the top of the page you see a link to the Parent and Child Rights in Special Education: Safeguards Notice.

Read these 2 documents and write a 3-page paper discussing how the home school collaboration principles discussed on the two web pages you found are applied to the 2 NM PED documents that deal with parents' involvement. Are those 2 documents good representations of the home-school collaboration principles? Why or why not?

Assignment 3 Due 3/22/15
Read the NM PED Graduation Options Manual Graduation Options for Students With Disabilities.pdf (see attachment on Course Content). Write a 3 to 4 page paper delineating what you have learned about the topic. When should an IEP team start considering changing graduation pathways for a student? When are the deadlines for doing so? What should you prioritize in a program for a student in career pathway? How would a program for a student in career pathway differ from that of a student in standard pathway? What do you need to consider when developing their IEPs?

Assignment #4 Due 4/5/15
Read the DEVELOPING QUALITY IEPs NMPED MANUAL (you can find it in the Course Content page of this course). Write a 2 to 3 pages paper addressing some of the issues covered by the document. How well do you think, the manual provides guidance to special educators in the area of developing appropriate PLOPs and Goals and PWN? What was the most useful information for you in this manual? How does this manual align to the text by Pierangelo and Giuliani?

Assignment #5 Due 4/12/15
Go to NM PED webpage resource on Transition. Get familiar with the resources available. Watch the videos on transition.

Option 1:
After getting familiar with NM resources and watching the videos, write a 2 to 3 pages paper highlighting the most important concepts that you learned and that will be useful for you as a future sped teacher. What did you learn that is important to consider when you write IEPs and plan for children who are 14 and older? (in NM the age to start transition planning is 14 not 16).

Option 2: After getting familiar with NM resources and watching the videos, develop or find on line an outline or a reference guild of the important components of a transition plan and what you need to know and consider to develop one.

Also, find and take an online career inventory. Use that information to complete a Transition Plan for your self. Bring a copy of the electronic file to class on 4/19/14 and present your Transition Plan to the class.
Assignment #6  Due 4/26/15
This assignment can be completed individually, in pairs, or as a group.

1. Student behavior, truancy, and bullying, increasingly need to be addressed in IEPs and Behavior Intervention Plans (BIP). Identify 5 strategies to address each, including web address. Present the strategies in a structure of your choice, e.g., table, narrative, etc.

2. Write an IEP goal for each area. Below the goal, include sample Present Levels of Performance (PLOPS).
   1. Reading Comprehension:
   2. Math Computation
   3. Writing fluency

Assignment #7  Due 5/2/15
1. This is also part of your final exam. In class you will be given 3 IEPs and an IEP checklist. Individually or as a group, yet to be determined, you will identify the strengths and the areas that need to be corrected in each IEP.
2. As a group, you will conduct an IEP team meeting using one of the IEPs.
3. Individually you will take a final exam.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring

III. Course Time and Place: TBA Weekly 4:30-5:00; TEC. Bldg. Room 110

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esquibel</td>
<td>505-747-2242</td>
<td>M: 4:30-7:00</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></td>
<td>W: 2:00-4:30</td>
</tr>
</tbody>
</table>


VI. Required Materials or Readings: *Various Online Course Readings, QRI-5*

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

*ALP requirements:*
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment *within the first semester of enrollment in the program*. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test* (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

**X. Catalog Course Description:**
Teaching Reading in Special Education provides you with a conceptual framework for the development of competencies in the diagnosis and teaching of reading for the exceptional learner. This course will also provide experiences to understand and incorporate evidence-based research into the teaching of reading. You will acquire an understanding of reading assessments, including informal reading inventories, running records, Mr. analysis and standardize reading assessments. You will also address skills and adaptive instructional strategies with an integrative approach across the curriculum.

**XI. Course Objectives:**
New Mexico teacher competencies—Competencies for entry-level teachers:

**B. Curriculum and Development**

b. Describes and demonstrates various methods for individualizing instruction that ensures the child’s access to the general curriculum.

Revised January 15, 2015
c Designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, and inclusive groups, and instruction.
d Collects and analyzes instructional data for effectiveness of programs.

B-8-a Teaching of Reading:
   a1 research on reading.
a2 how children learn to speak, read, write, and listen.
a3 cultural, linguistic, environmental, and physiological factors in reading and language arts development.
a4 children’s developmental processes.
a5 characteristics of proficient and non-proficient readers.
a6 relationship between oral and written language.
A7 language structure including graphophonics, semantics, syntax, and pragmatic systems.

B.8.b ASSESSMENT
   b1. Understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately.
b 2. Links assessment and instruction to New Mexico language arts content standards, benchmarks, and performance standards.

B-8-c Methods of Instruction:
   c4 Vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences.
C5 Comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical, and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; study strategies, for example, planning, accessing and organizing information from a variety of sources.
c6 Writing instruction, including; different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing.

B-8-d Instructional Design:
   d2. Evaluation of text for quality, cultural, and linguistic appropriateness.
d3. Connecting identified needs of students based on data with appropriate research-based resources and materials.
d4. Creation of opportunities for students to consider, respond to and discuss spoken and written materials.
d 5. The use of a variety of reading materials including children’s literature, non-fiction, technological media, stories, poems, biographies, and texts from various subjects.
Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NEW!
NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.
4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 20</td>
<td>Introductions Course Overview: Syllabus Review</td>
<td>B8a 1-7</td>
<td>Assignment: Class Participation</td>
<td>K 1, 4, 7, SLO4</td>
</tr>
<tr>
<td>Module 1</td>
<td>Research and Reading Disability</td>
<td>B8a 1-7</td>
<td>Readings: Chapter 1, Discussion and Assignment</td>
<td>K 1, 4, 7, SLO4</td>
</tr>
<tr>
<td>Module 2</td>
<td>Multisensory Structured Language Education</td>
<td>Bb, Bc, Bd</td>
<td>Readings: Chapter 2 Assignments: Online Discussions and Assignment or Quiz</td>
<td>K1, K2, K3, K4, SLO4</td>
</tr>
<tr>
<td>Module 3</td>
<td>Development of Oral Language</td>
<td>B8a 1-7 B-8-C</td>
<td>Readings: Chapter 3 Assignment: Online Discussions, Assignment and Quiz</td>
<td>K 1, 2, 3, 4, 7</td>
</tr>
<tr>
<td>Module 4</td>
<td>Phonemic Awareness and Reading</td>
<td>B9a 7</td>
<td>Readings: Chapter 4 Assignments: Online Discussions and Assignment and Quiz</td>
<td>K 1, 2, 3, 4, 7</td>
</tr>
<tr>
<td>Module 5</td>
<td>Alphabet Knowledge</td>
<td>B9a 7</td>
<td>Readings: Chapter 5 Assignment: Class Participation and Chapter Presentations</td>
<td>K 1, 2, 3, 4, 7, SLO2</td>
</tr>
<tr>
<td>Module 6</td>
<td>History and Structure of Written Language</td>
<td>B8a 1-7 Bb, Bc, Bd</td>
<td>Readings: Chapter 6 Assignments: Online Discussions and Assignment and Quiz</td>
<td>K 1-8</td>
</tr>
<tr>
<td>Module 7</td>
<td>Assessment of Reading Difficulties</td>
<td>B.8.b b1, b2</td>
<td>Readings: Chapter 7 Assignment: Class Participation and Presentations</td>
<td>D 1, 2, 3, K 5, SLO2</td>
</tr>
</tbody>
</table>
XIII. Assignment Descriptions/Assessment Criteria:

For each type of assignment listed in X, write a description of the expectations for that assignment. Each assignment should have criteria for assessment, e.g., a rubric, a checklist, a general writing rubric, requirements for length and content.
1. Online Discussion Board Entries: Initial and Final Discussions and responses to other students’ entries
2. Multisensory Reading Strategies Chapter Presentation and Strategies Demonstration
3. Weekly Online Class Projects Assignments or Quizzes
4. On Campus Participation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation: Discussion Entries</td>
<td>Weekly</td>
<td>15%</td>
</tr>
<tr>
<td>Online Class Project Assignments or Quizzes</td>
<td>Weekly</td>
<td>30%</td>
</tr>
<tr>
<td>Multisensory Reading Strategies Chapter Presentation/Demonstrations</td>
<td>As outlined in syllabus Section</td>
<td>15%</td>
</tr>
<tr>
<td>QRI-5 Assessment and Intervention Plan</td>
<td>Final Week of Class</td>
<td>30%</td>
</tr>
<tr>
<td>Field Experience Log</td>
<td>Weekly</td>
<td>10%</td>
</tr>
</tbody>
</table>

a. **Weekly Online Class Project Assignments or Quizzes:**
   Class projects or quizzes must be submitted by the due date reflected on the online course schedule. **Class projects and/or quizzes are worth 10 weighted points each.** The class projects are **worth 30 % of your grade.** An assignment rubric is included on the online course homepage.

b. **Online Discussions:** There are 26 discussion board topics. The topics promote discussions throughout the online module. The **discussion component of the course is worth 15% of your class grade.** Students must respond to the initial discussion board prompt by Wednesdays at 11:59 p.m., and the final discussion board prompt by Sundays at 11:59 p.m. In addition to responding to the prompt, students must respond to the initial discussion board posting of at least one other student and at least one final discussion board prompt of at least one other student.

c. **Multisensory Strategy Chapter Presentation and Demonstrations:** Students will present an overview of the research for the strategies provided in a specific chapter identified in *Multisensory Teaching of Basic Early Literacy Skills and Development.* Students will sign up for a particular chapter and demonstrate strategies from the chapter. This portion of your assignment is worth **15%** of your grade. You will have **45 minutes** for your presentation and demonstration.

d. **QRI-5 Assessment and Intervention Plan:** You are required to complete a field based project that will incorporate assessments of reading ability and the

Revised January 15, 2015
completion of an intervention plan for a student. Be prepared to assess a student in grades 1-4th by the 11 week of class. This assessment will support you in determining reading level, strengths and areas in which the student is having difficulty with literacy acquisition. Based on the assessment results, you will develop an instructional intervention plan with suggestions for multisensory literacy instruction to address areas of need build upon the strengths of the student. A rubric of content required for the plan is provided in the online environment.

e. Field Experience Log: Reflecting 10 hours of field experience. discussions and activities. You will earn 15% of your grade by attending class sessions, demonstrating that you’ve read the assigned chapter through thoughtful and relevant questioning and active involvement in class discussions

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59 and Below</td>
</tr>
</tbody>
</table>

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:

- Professional Competency-Based Collection of Artifacts* 20%
- Field Lab Experience Log Sheet 50%
- Classroom Disposition Checklist (Faculty) 5%
- Field Placement Disposition Checklist (Mentor) 5%
- Self-Assessment Disposition Checklist 5%
- Additional Artifact(s) 15%

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases

Revised January 15, 2015
XV. Late Work:
Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<td>B</td>
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<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
</tbody>
</table>

Revised January 15, 2015
XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
EDBE 412 Formal Informal Assessment

Northern New Mexico College
College of Education
EDUCATION 412
Summer 2015

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Summer 2015
   * Blackboard/Online

III. Course Time and Place:
   Blackboard requirements

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Contact Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kristy Pruitt</td>
<td>505.747.5462</td>
<td>As needed by appointment due to field observations</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kristy.pruitt@nnmc.edu">kristy.pruitt@nnmc.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings: Blackboard participation and online access needed

VII. Attendance: Attendance is required for all class sessions.

   There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

   Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

VIII. Course Description: This course will focus on formal and informal assessment measures with an emphasis on English language development as it relates to reading and writing. You will develop a foundation of assessment theories, practices, and strategies, with particular attention on how to link assessment to instructional activities. You will gain practical experience in designing, administering, and interpreting assessments, with special attention to assessment instruments used in New Mexico.

IX. New Mexico Initial Licensure requirements:

   ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes. Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**

Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above)* before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

**X. Course Objectives:**

Classroom Management: Knowledge Principle 6, Knowledge Principle 8
Characteristics of Adolescent Learners: Knowledge Principle 2, Knowledge Principle 4, Knowledge Principle 3
Strategies for working with English Language Learners: Knowledge Principle 2, Skills:
Utilization of Technology Student Engagement: Knowledge Principle 2, Dispositions 1, 2, and 3, Knowledge Principles 3 and 4.

**Course Outcomes:**

1. Develop an understanding of how to employ a variety of assessment methods to obtain useful information about student learning
2. Develop an understanding of assessment techniques that will assist students in reflecting on their own learning
3. Develop an understanding of the relationship between assessment and curriculum development

**XI. Class Topics, NM Teacher Competencies and Assignments:**

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below. NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).
College wide Student Learning Outcomes (SLOs):

1. **Ability to communicate clearly and effectively**
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. **Ability to think critically through analytical, inventive and creative means**
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. **Demonstrate commitment to address cultural, social, and ethical responsibilities**
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. **Demonstrate Proficiency in the use of Current Technology and Innovation**
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

**TESOL competencies as listed below-**

D. **Knowledge of subject matter:** The teacher draws on comprehensive command of subject matter, of language(s) of instruction and their relationship to each other to establish goals, design curricula and instruction and facilitate student learning.

F. **Assessment -** New Mexico teachers of English as a second language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.
   1. The teacher understands the principles and theories of second language assessment.
   2. The teacher shall be able to administer language assessments, interpret results, and incorporate them into instruction.
   3. The teacher recognizes potential linguistic and cultural biases in assessment instruments including standardized tests.
   4. The teacher utilizes alternative assessment measures including portfolio and authentic assessments.

G. **Reflective practice -** New Mexico teachers of English as a second language regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.
   1. The teacher develops the ability to self-monitor and self-reflect on teaching strategies, value systems, and beliefs as they relate to students.
   2. The teacher continuously assesses and adjusts his/her own language usage in the classroom in order to maximize student comprehension and verbal participation.

H. **Linkages with families and communities -** New Mexico teachers of English as a second language create linkages with families that enhance the education experience of their students.
(1) The teacher demonstrates the ability to guide families from passive observers to active change agents on behalf of their children's education.
(2) The teacher develops the ability to identify and utilize available community resources.
(3) The teacher demonstrates the ability to involve families within the school environment.

**Bilingual competencies as listed below-**

F. Assessment
(1) The teacher recognizes potential linguistic and cultural biases of assessment instruments and procedures when prescribing a program for the second language learner.
(2) The teacher assesses oral and written language proficiency in academic areas in both languages utilizing the results for instructional placement, prescription and evaluation.
(3) The teacher evaluates growth of learner’s first and second language in the context of the curriculum.
(4) The teacher continuously assesses and adjusts instructional language to maximize student comprehension and verbal participation.

G. Professional leadership
(1) The teacher demonstrates knowledge of the legal issues concerning the education of language-minority children in New Mexico and in the United States.
(2) The teacher demonstrates knowledge of the different theories and philosophies related to bilingual education programs.
(3) The teacher demonstrates knowledge of the history of bilingual education programs.
(4) The teacher demonstrates knowledge of the importance of advocating knowledge of bilingual education among peers, family and community.
(5) The teacher demonstrates knowledge of current trends related to the education of culturally and linguistically diverse students.
(6) The teacher demonstrates knowledge of the ability to collaborate with all other education professionals.

**Reading competencies as listed below-**

(3) Demonstrate knowledge of assessment principles and techniques
(a) Recognizes that a critical goal of assessment is to help the student become a more reflective and self-sufficient learner.
(b) Recognizes assessment as an ongoing and indispensable part of reflective teaching and learning.
(c) Recognizes and understands that assessment must take into account the complex nature of reading, writing, and language, and must be based on a range of authentic literacy tasks using a variety of texts.
(d) Is able to conduct assessments that involve multiple measures over time and in different contexts.
(e) Uses information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed-response measures, portfolio-based assessment, observations, anecdotal records, journals, and other indicators of students’ progress as basis for instruction.
(f) Recognizes and understands the importance of using meaningful assessment to improve curriculum and instruction.

(4) Communicate information about reading
(a) Communicates effectively with students, parents, teachers, and support personnel about strengths and areas that need improvement.
(b) Able to communicate to parents important information about the developmental nature of reading and expectations for achievement.
(c) Understands how to involve parents in cooperative efforts and programs to help students with reading development.
(d) Communicates information about reading programs to administrators, staff members, school board members, parents, and the community.
(e) Effectively communicates information and data about reading to the media, policymakers, and the general public.
(f) Interprets and communicates research findings related to the improvement of instruction to colleagues and the wider community.
(g) Communicates with allied professionals in assessing and planning instruction.

D. Planning and enhancing programs

(1) Curriculum and development
(a) Initiates and participates in ongoing curriculum development and assessment.
(b) Adapts programs to the needs of different learners to accomplish different purposes.
(c) Is able to coordinate and support all services associated with reading programs.
(d) Understands and uses multiple indicators of curriculum effectiveness.
(e) Is able to evaluate adoption materials and other instructional materials in order to best support and develop a balanced curriculum.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)/ Text Chapter(s)</th>
<th>Measureable Artifacts</th>
<th>NM Teacher Competency Knowledge, Skill, or Disposition # in the Conceptual Framework; SLOs</th>
</tr>
</thead>
</table>
| **Week 1** | **Module 1**
Module 2 *(Supplement with Dr. Robert Marzano)*

  Chapter 1: Classroom Assessment: Every Student a Winner!
  ✔ Reflective Current Trend Article #1
  ✔ Reflective Current Trend Article #2
  ✔ Chapter 2: Assessment for and of learning
  ✔ Chapter 3: Assess What?
  ✔ Artifact: Keys to quality assessment
    - Why assess?
    - Assess what?

  **Discussion Thread:**
  1. After reviewing the Formative Assessment Powerpoint (Module #1), complete Exercise 2.1 to practice recognizing Obtrusive, Unobtrusive, and Student-Generated Assessments.
  2. Discuss your answers and thoughts (via discussion thread).

  **Reflective Current Trends:**
  1. Reflective Current Trend Article #1: Review the article, *Grades that Show What Students Know* by R. Marzano.
  2. Reflect on the article and turn in via dropbox or email (see grading rubric).
  3. Reflective Current Trend Article #2: Review the article, *Setting the Record Straight on High Yield Strategies* by R. Marzano.
  4. Reflect on the article and turn in via dropbox or email (see grading rubric).

  **Module Assignment #1:**
  1. Read Chapter 1
  2. Formative Assessment: Obtrusive, Unobtrusive, and Student-Generated. Review all PowerPoint slides (Formative Assessment – Marzano)

<p>|        |                                                                                                         | SLOs: 1, 2, 3, 4                                                                                       | Disposition 1, 2 &amp; 3                                                                                             | Knowledge 5, 4, 7, 9, 1                                                                 | Skills 1, 2                                      | NM Teacher Competency: E7, G2, E2, E1, E8, D9 |
|        |                                                                                                         |                                                                                                         | Knowledge                                                                                                         |                                                                                                                                             |                                                                                                  |                                               |</p>
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Module Assignment #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Chapter 4: Assess How?</td>
<td></td>
</tr>
<tr>
<td>✓ Reflective Current Trend Article #3</td>
<td></td>
</tr>
<tr>
<td>✓ Chapter 5: Selected Response Assessment</td>
<td></td>
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<tr>
<td>✓ Chapter 6: Extended Written Response Assessment</td>
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<tr>
<td>✓ Artifact: Academic journal outline</td>
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<tr>
<td>Discussion Thread:</td>
<td></td>
</tr>
<tr>
<td>1. What Student Evidence Determines Grades?</td>
<td></td>
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<tr>
<td>2. Discuss your answers and thoughts (via discussion thread).</td>
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</tr>
<tr>
<td>Reflective Current Trends:</td>
<td></td>
</tr>
<tr>
<td>1. Reflective Current Trend Article #3: Review the article, <em>Formative Assessment: An Enabler of Learning.</em></td>
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<tr>
<td>2. Reflect on the article and turn in via dropbox or email (see grading rubric).</td>
<td></td>
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<tr>
<td>SLOs: 1, 2, 3, 4</td>
<td></td>
</tr>
<tr>
<td>Disposition 1, 2 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>Knowledge 5, 4, 7, 9, 1</td>
<td></td>
</tr>
<tr>
<td>Skills 1, 2</td>
<td></td>
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<tr>
<td>NM Teacher Competency: E7, G2, E2, E1, E8, D9</td>
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<table>
<thead>
<tr>
<th>Week 3</th>
<th>Module Assignment #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Chapter 7: Performance Assessment</td>
<td></td>
</tr>
<tr>
<td>✓ Chapter 8: Personal Communication as Assessment</td>
<td></td>
</tr>
<tr>
<td>✓ Artifact: Keys to quality assessment</td>
<td></td>
</tr>
<tr>
<td>✓ Assessment methods</td>
<td></td>
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<tr>
<td>✓ Chapter 10: Assessment of Learning</td>
<td></td>
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<tr>
<td>✓ Reflective Current Trend Article #4</td>
<td></td>
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<tr>
<td>Discussion Thread:</td>
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<tr>
<td>1. What is the problem with including zeros in grades? (Refer to Article, <em>The Case Against the Zero</em> for a resource)</td>
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<tr>
<td>2. Discuss your answers and thoughts (via discussion thread).</td>
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<tr>
<td>Reflective Current Trends:</td>
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<tr>
<td>1. Reflective Current Trend Article #4: Review the article, <em>Classroom Assessment for Learning.</em></td>
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<tr>
<td>2. Reflect on the article and turn in via dropbox or email (see grading rubric).</td>
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<tr>
<td>SLOs: 1, 2, 3, 4</td>
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<tr>
<td>Disposition 1, 2 &amp; 3</td>
<td></td>
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<tr>
<td>Knowledge 5, 4, 7, 9, 1</td>
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<tr>
<td>Skills 1, 2</td>
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<tr>
<td>NM Teacher Competency: E7, G2, E2, E1, E8, D9</td>
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<thead>
<tr>
<th>Week 4</th>
<th>Module Assignment #2:</th>
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<tbody>
<tr>
<td>✓ Chapter 11: Portfolios</td>
<td></td>
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<tr>
<td>✓ Chapter 12: Conference about and with Students</td>
<td></td>
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<tr>
<td>✓ Reflective Current Trend Article #5</td>
<td></td>
</tr>
<tr>
<td>✓ Reflective Current Trend Article #1 Chapter 13: Practical Help with Standardized Tests</td>
<td></td>
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<tr>
<td>Discussion Thread:</td>
<td></td>
</tr>
<tr>
<td>1. What are your thoughts on Extra Credit? How should Extra Credit be assessed?</td>
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<tr>
<td>2. Discuss your answers and thoughts (via discussion thread).</td>
<td></td>
</tr>
<tr>
<td>Reflective Current Trends:</td>
<td></td>
</tr>
<tr>
<td>1. Reflective Current Trend Article #5: Review the article, <em>Assessment – The Bridge Between Teaching and Learning.</em></td>
<td></td>
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<tr>
<td>2. Reflect on the article and turn in via dropbox or email (see grading rubric).</td>
<td></td>
</tr>
<tr>
<td>SLOs: 1, 2, 3, 4</td>
<td></td>
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<tr>
<td>Disposition 1, 2 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>Knowledge 5, 4, 7, 9, 1</td>
<td></td>
</tr>
<tr>
<td>Skills 1, 2</td>
<td></td>
</tr>
<tr>
<td>NM Teacher Competency: E7, G2, E2, E1, E8, D9</td>
<td></td>
</tr>
</tbody>
</table>
XII. Assignment Descriptions/ Assessment Criteria:

<table>
<thead>
<tr>
<th>Artifacts:</th>
<th>Description:</th>
<th>Points/ Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threaded Discussion 8@ 3pts. (+1)</td>
<td>Discussion Posting: You are expected to post a minimum of 3 times and on at least 2 different days for each module. Comments must be thoughtful and advance the discussion. *Specific instructions are located on in Blackboard. Student Online Engagement: Online coursework requires at least the same amount of involvement as a face to face class. You are expected to be prepared by completing readings, viewing online resources, responding to discussion topics, and reflecting on (personal and peer) experiences. In a traditional setting, 3 credit hours equal 45 hours of “seat time” plus outside preparation and work.</td>
<td>25</td>
</tr>
<tr>
<td>Bilingual/ESL Lessons Plan with Assessment tools</td>
<td>In <em>EDBE/TE 406 Methods of Teaching Bilingual</em>, candidates will select a culturally relevant chapter / book/story (See reading list for inspiration) and develop activities to teach the text to ELLs/Bilinguals. Activities should include, at a minimum, one pre-reading activity, one during reading activity, one reading comprehension activity, and one writing activity. The lesson plan will be submitted to the course instructor by email. In <em>ED 412 Formal and Informal Assessment</em>, candidates will develop assessment tools for the <em>EDBE/TE 406 Lesson</em>. *Instructions for the assessment tools (artifact #1) are located in Blackboard.</td>
<td>25</td>
</tr>
<tr>
<td>Reflective Current Trends Article(s) 5@ 5pts</td>
<td>Candidates will access and review current trends in literacy and use new knowledge to create lesson plans reflective of federal and state policies.</td>
<td>25</td>
</tr>
<tr>
<td>*see grading rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Reflective Practitioner - Prezi Presentation</td>
<td>The student will prepare a 10-minute presentation through Prezi that synthesizes the insight, knowledge, techniques and skills that he/she acquired during the course and that particularly relate to Methods of Teaching Bilingual/ESL with an emphasis on the development of assessment tools. A Rubric for the self-reflective presentation will be available on Blackboard.</td>
<td>25</td>
</tr>
</tbody>
</table>
XIII. Internet sites or databases

XIV. Late Work:
Your work is due on the date indicated on the syllabus. Significant points may be deducted for late work (see rubric for details).

XV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
Northern New Mexico College
College of Education
ECE 220

**KNOWLEDGE PRINCIPLE**
1. **Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.

**KNOWLEDGE PRINCIPLE**
2. **Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

**SKILLS**
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

**KNOWLEDGE PRINCIPLE**
3. **Teaching:** The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

**KNOWLEDGE PRINCIPLE**
4. **Learning:** The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

**KNOWLEDGE PRINCIPLE**
5. **Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

**KNOWLEDGE PRINCIPLE**
6. **Professionalism:** The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

**KNOWLEDGE PRINCIPLE**
7. **Diversity:** The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

**KNOWLEDGE PRINCIPLE**
8. **Professionalism:** The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

**KNOWLEDGE PRINCIPLE**
9. **Collaboration:** The teacher candidate works productively with colleagues, parents and community.

**DISPOSITIONS**
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

**SKILLS**
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Professionalism

RATIONALE

Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.

I. Credit Hours: 2

II. Semester Taught: Fall 2014

III. Course Time and Place: Hybrid; Face to face meetings 08/23; 09/13; and 10/11 at 9:00.

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Rose Chiovitti-Cavalcante</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> or 747-5463</td>
<td>TU: 3-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wed: 3-4</td>
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<td></td>
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<td>TH: 2:30 to 4:30</td>
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</table>

V. Required Texts:


VI. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. Your instructor will only communicate with your through your NNMC email. If you are having trouble please contact IT at 505-747-2259. You are encouraged to log in to your NNMC email frequently, since this will be the main vehicle of communication for this class.

VII. Course Description

This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined.

VIII. Competencies and Course Goals/Objectives

This course is part of the articulated Universal Catalog of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the NM
State Department of Education’s Common Core Competencies for early childhood professionals. **Upon completion of this course students will be able to demonstrate the following competencies at the established level of proficiency:**

**G1. Adhere to early childhood professional codes of ethical conduct and issues of confidentiality.**

Identify and apply the codes of ethics and conduct of various organizations (i.e., NAEYC, DEC, etc.).

a) Practice principles set forth in professional codes of ethics.

b) Consistently model the practices of confidentiality.

c) Consistently model standards and principles set forth in early childhood codes of ethics and conduct.

**G2. Demonstrate knowledge of federal, state, and local regulations, and public policies regarding programs and services for children birth – eight (0-8) years of age.**

a) Identify and discuss federal, state, and local regulations and standards, including confidentiality and accountability.

b) Discuss federal, state, and local regulations and how they impact programs and service for children and families.

c) Identify a current public policy and discuss the negative and positive consequences pertaining to programs and services for young children.

**G3. Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.**

a) Identify and describe the need for a variety of services to address the many needs of children and families.

b) Describe current issues and trends related to young children and their families.

c) Identify issues and/or public policies affecting the early childhood profession.

d) Describe ways to advocate for young children and their families.

**G4. Demonstrate critical reflection of one’s own professional and educational practices from community, state, national, and global**

a) Examine one’s own belief system, as well as belief systems of other cultures, to respond to similarities and differences of young children.

b) Identify and practice the personal and professional characteristics required to work with young children in inclusive environments.

 c) Use reflective practice consistently and intentionally.

d) Plan for continued personal and professional development based on one’s own learning needs.

**G5. Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.**

a) Identify and discuss how major historical, philosophical, and social foundations have influenced current thought and practice.

**G7. Demonstrate knowledge in technology resources to engage in ongoing professional development.**
B4. Recognize the signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussion with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities.
   a) Discuss signs of emotional distress, child abuse and neglect in children.
   b) Describe all state, local, and program reporting procedures.
   c) Describe the importance of recognizing and reporting signs of emotional distress, child abuse, and neglect to families, administrators, and colleagues.
   d) Identify resources that address problems of emotional distress, child abuse and neglect in young children.

C11. Demonstrate ability to communicate to families the program’s policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.
   a) Articulate rationale for policies, regulations, and safeguards to families.
   b) Implement program policies and procedures, and applicable state and federal regulations.

F12. Use both self and collaborative evaluations as part of ongoing program evaluations.
   a) Describe the role of self-evaluation in ongoing program evaluation in order to maintain quality programs.
   b) Use a variety of self-assessment techniques to evaluate one’s own professional performance.

IX. Attendance:

Attendance is required for all face to face class sessions. One day of missed class may result in failing the course. Students are expected to weekly be present on discussions online.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course may result in failure at the discretion of the instructor.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction to the profession and principles that guide the profession.</strong>&lt;br&gt;Role of professionals:</td>
<td>G1, G4, F12</td>
<td>K6, K8, D3&lt;br&gt;D1, D2, D3, S2</td>
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<tr>
<td>Week 2</td>
<td>Reflective Practice and Personal philosophy (Code of Ethics and Conduct)</td>
<td>Foundations of Early Childhood Education: History of child development and early education</td>
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<tr>
<td>G1, G3, G4, F12</td>
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<td>G3</td>
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<td>D1, D4, K1, K2, K3, K4, K6, K7, K8, K9, S2</td>
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<td>K1, K4, D1, D4,</td>
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<td>Week 3</td>
<td>Foundations of ECE – Public Policies affecting children, families and programs for young children, NM early learning guidelines</td>
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<tr>
<td>G4, F12</td>
<td></td>
<td>K8, K7, D1, D2, D3, S2</td>
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<tr>
<td>Week 4</td>
<td>Program Models: Current issues and challenges; Early childhood inclusive settings (i.e. Montessori, Head Start, Reggio Emilia, High Scope)</td>
<td>Program Models: Administration of programs to include supervision and evaluation; Diversity of career opportunities</td>
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<tr>
<td>G1, G4, F12</td>
<td></td>
<td>S1, S2, K1, K2, K3, K4, K5, K6, K7, K8, K9, D1, D2, D3</td>
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<td>Week 5</td>
<td>Self-evaluation; Leadership and advocacy</td>
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<td>B4, C11, G2</td>
<td></td>
<td>S1, S2, K1, K2, K3, K4, K5, K6, K7, K8, K9, D1, D2, D3</td>
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<td>Week 6</td>
<td>Safeguards for protecting children: Federal, State and local</td>
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<td>Ongoing professional development; professional organizations and journals</td>
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X. Assignment Descriptions/Assessment Criteria:

This course is competency-based. Student competency will be evaluated through a variety of assignments. The assignments are listed below:

1) Write a personal philosophy of early childhood education. Include 1) your beliefs about how young children learn, 2) your commitment to working with culturally and linguistically diverse populations, 3) examples of education/care experiences with young children, 4) a statement of professional ethics, and 5) professional advocacy goals. Your paper should be 4 to 5 pages long. Make sure to visit our Writing Center for revisions on grammar and spelling. You should turn in BOTH your draft with the writing center stamp on it and your final version. (use your textbook as guidelines – pages 28 to 30). – DUE on 09/13/2014 - 20% of final grade

2) Research a current early childhood issue (universal pre-k/early literacy and Reggio Emilia approach). Read a minimum of 3 professional journal articles that discuss the issue in depth. You might also find resources in reliable professional organization sites such as the NAEYC, DEC and the CYFD sites. Write a 5 to 8 page paper and present it to the class using power point. You will find the guidelines for a good power point presentation online in blackboard. DUE on 10/11/2014 30% of final grade
Weekly reading reflections/discussions. You will be required to post one or two discussions every week on blackboard. Your discussion should include a two or paragraphs summarizing the main points of the chapter; two or three paragraphs commenting and/or reflecting on the content of the chapter; and two questions about the chapter. You should reply to at least one classmate and answer both of his/her questions to the best of your ability. DISCUSSIONS POSTED AFTER THE DEADLINE WILL RECEIVE A GRADE OF ZERO. – 50% of final grade

A+ = 100%; A = 99-93%; A- = 90-92%; B+ = 86-89%; B = 83-85%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = below 60%

XI. Internet sites or databases - Syllabus and other resources can be found online on blackboard.

XII. Late Work:
Your work is due on the date indicated on the syllabus. Discussions posted after the date will receive a grade of Zero.

XIII. Students with Disabilities
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XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Personal Responsibility:

XVI. All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:

XVIII. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.

Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1( submitting as one’s work a paper which includes a
part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XIX. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE 1. **Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE 2. **Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE 3. **Teaching:** The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE 4. **Learning:** The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE 5. **Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE 6. **Professionalism:** The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

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KNOWLEDGE PRINCIPLE 8. **Professionalism:** The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE 9. **Collaboration:** The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS 1. Fairness 2. A belief that all students can learn 3. Ethical Behavior

SKILLS 1. Utilization of technology-based tools to support student learning 2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: Tuesdays: 4:30-7:15

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Christina Esquibel, Ed.S.</th>
<th>Communication Information: <a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></th>
<th>Office Hours: Tuesday: 12:30-4:30 and by appointment</th>
</tr>
</thead>
</table>


New Mexico Early Learning Guidelines: Birth through Kindergarten

VI. Course Description

This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop, and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive, and language. The adult’s role in supporting each child’s growth, development and learning is emphasized.

VI. Competencies and Course Goals/Objectives

Upon completion of this course, students will be able to demonstrate the following competencies, as provided by the NM PED Common Core Competencies for early childhood professionals:

A11. Use appropriate guidance to support the development of self-regulatory capacities in young children.

D1. Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth to 4 years of age.

D2. Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different development levels.
D6. Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members.

E1. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.

E2. Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico.

E4. Create an manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.

E5. Demonstrate understanding that each child’s creative expression is unique and can be encouraged through diverse ways, including creative play.

E6. Plan blocks of uninterrupted time for children to persist at self chosen activities, both indoors and outdoors.

E7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children’s development and learning.

E8. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

E11. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emerging literacy skills.

F9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning.

VII. Attendance

IX. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Competency Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Review of how children learn and develop; Review of developmentally appropriate practices Assignments: Chapter Summary, Chapter quiz</td>
<td>D1, D2</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>Birth to Thirty Six Months: Physical and Cognitive Domains Assignments: Chapter Summary, Chapter quiz</td>
<td>D1, D2</td>
</tr>
<tr>
<td>Week 2</td>
<td>Birth to Thirty Six Months: Social and Emotional</td>
<td>E1, E2, E5, E8, D2</td>
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<tr>
<td>Sept 9</td>
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</table>
Assignment Descriptions/ Assessment Criteria:
This course is competency based. Student competency will be evaluated through a variety of assignments. The assignments are listed below:

1) Weekly reading reflections: Due Weekly on Blackboard
In two typed pages, summarize the chapter. In your summary, use the terminology found at the end of the chapter.
This is worth 20% of your final grade. Each summary is worth 20 pts. Those 20 pts will be weighted towards your final grade.

2) Design a learning activity for each of the following content areas: literacy, numeracy, the arts, social studies, health/wellness and science for a group of infants, toddlers, or 3-4 year olds. These activities must be linguistically and culturally appropriate. Use the NM ELG as reference. Use the NNMC Lesson Plan Template to Describe Your Learning Activity. Provide a 3 dimensional example of your lesson activity by Oct. 14.
This is worth 30% of your final grade. You will provide 6 learning activities. Each is worth 5 points each.

3) Plan an ideal daily schedule that includes appropriate curriculum content for an infant, toddler or preschool classroom. Due Nov. 18
This is worth 10% of your grade.

4) In groups you will prepare a presentation focusing attention on a play topic. Begin preparation with a 20 minute overview of the key points about the topic. Next have the class experience selected activities in a lively and playful fashion. Lead a discussion about the benefits of your particular curricular activity. Include handouts with references and any other practical resources for future teaching. Dec. 9

This is worth 20% of your final grade. It is worth 20 maximum points.

5) Weekly Reading Related Quizzes. Come to class having already read each chapter that we will be covering on the respective day. We will have at least 12 chapter quizzes.

6) This is worth 20% of your final grade. Each quiz is worth 20 weighted maximum points.

A+ 97-100%; A= 93-96%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIII. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
KNOWLEDGE PRINCIPLE 1. **Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE 2. **Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE 3. **Teaching:** The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE 4. **Learning:** The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE 5. **Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE 6. **Professionalism:** The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE 7. **Diversity:** The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE 8. **Professionalism:** The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE 9. **Collaboration:** The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 2

II. Semester Taught:

III. Course Time and Place:

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
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V. Required Materials

New Mexico Early Learning Guidelines: Birth through Kindergarten

VI. Course Description

The beginning practicum course is a co-requisite with the course Curriculum Development through play – Birth through age 4. The field based component of this course will provide experiences that address curriculum content that is relevant for children birth through age 4 in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four is emphasized. Students are required 75 hours of supervised observation and direct instructional contact with children.

VII. Competencies and Course Goals/Objectives

This course is part of the required program of study for an Associate of Arts degree in early childhood education in New Mexico. The following objectives are taken from the NM State Department of Education’s Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies, as provided by the NM PED Common Core Competencies for early childhood professionals:

A.5 Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive, and adaptive/living skills.
a) Define and apply knowledge of each of the domains of development in daily interactions with children.
b) Demonstrate knowledge of the interrelatedness of physical/motor, social/emotional, language/cognitive, and adaptive/living skills in early childhood education.
c) Develop a whole child orientation.
d) Identify strategies to build relationships among children, adults and environments.

D5. Develop, Implement and evaluate an integrated curriculum that focuses on children’s development and interests, using their language, home experiences, and cultural values.
   a) Discuss components of an integrated curriculum
   b) Discuss the importance of using meaningful experiences incorporating the child’s development, interests, home language, experiences, and cultural values.

D7. Provides and uses anti-bias materials and literature and experiences in all content areas of the curriculum.
   a) Define the term “anti-bias” (in regards to gender, age, race, ability, culture, ethnic, sexual orientation, language, socioeconomic status.
   b) Discuss examples of bias in society.
   c) Discuss the impact of bias on children, families, and communities.

E4. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies and include decision-making, problem-solving, and inquiry experiences.
   a) Describe various ways that children make decisions in the learning environment.
   b) Discuss various ways children construct their own knowledge through various strategies that include decision-making, problem-solving, and inquiry experiences.

E5. Demonstrate understanding that each child’s creative expression is unique and can be encouraged through diverse ways, including creative play.
   a) Discuss the ways that children’s unique expression is encouraged through the learning environment.
   b) Discuss the importance of emphasizing the creative process over the final product.

E6. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out.
   a) Discuss the importance of self-selection of activities by children of various ages and in various environments.
   b) Discuss ways of structuring environments for encouraging self-selected activities by children.
   c) Discuss rationales for developing daily schedules for all children of various ages.

E7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children’s development and learning.
   a) Discuss the influence of the physical setting, schedule, routines, and transitions on children’s behavior.
   b) Discuss ways that the physical setting, schedules, routines, and transitions can be used to promote children’s development and learning.

E8. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion,
problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.  

a) Discuss the important role of play in children’s learning.  
b) Discuss elements of developmentally appropriate practices to encourage learning through play.  
c) Discuss strategies to facilitate play in early learning environments.

VIII. Attendance. You will complete 75 hours in an approved early childhood setting. The practicum includes observation and also direct instructional time with children. Your practicum log should be signed by your mentor teacher every time you come to the setting to verify the completion of the required practicum hours.

IX. Assignment Descriptions/ Assessment Criteria: This course is competency-based. Student competency will be evaluated through a variety of assignments and completing of the assigned number of hours in an approved setting.

1) Activity Analysis – Observe a curriculum activity being conducted by a teacher that has been planned for a child or groups of children at your site. Take detailed notes; analyze and discuss this activity in the context of the readings (ECE 225). Elements to consider:
   - Describe the activity. Who was present, hat were the materials, what were the written objectives for the lesson?  
   - Describe the implementation. What happened?  
   - Analyze the activity from the perspective of each of the participants: e.g., the teacher, the parent, the child.  
   - Analyze the activity from the perspective of the readings and class discussion (ECE 225)  
   - Analyze whether diversity is woven into the curriculum.  
   - Reflect on the activity and what you have learned.

2) Reflection Journal – Keep weekly observational entries in a journal. Examples:
   - Look for, record, and discuss specific evidence of what the teachers do during care giving routines, (feeding, diapering, toileting, etc.) that demonstrate warm, responsive, nurturing behaviors of care/education.  
   - Look for, record, and discuss specific evidence of a safe, healthy, and developmentally appropriate environment. Reflect upon how you would have supported a healthy environment for the children in the program.  
   - Look for, record and discuss specific evidence that demonstrates how the teachers support the physical and intellectual competence, and positive social and emotional development of the children. How have you observed teachers providing positive guidance for all children and establish productive relationships with families? Reflect upon the skills you think you need to further develop in any of these areas?

3) Create a Practicum Portfolio - Throughout the semester, collect artifacts and documents to assemble into a portfolio. This portfolio should reflect your understanding of the course competencies for Developmentally Appropriate Practices and Learning Environment and Curriculum Implementation.
4) Using the NM ELG as a foundation, you will create and prepare 2 written lessons plans that include goals and objectives for each activity. Written plans should be inclusive in the planning strategies to meet the varying needs of the children, include anti-bias materials, be developmentally appropriate, and provide experiences to cover all content areas. You will teach each lesson you prepared. Make sure to communicate your college supervisor of the date you are presenting the lesson, so she can observe and give you feedback.

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1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

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9. **Collaboration**: The teacher candidate works productively with colleagues, parents, and community.

**SKILLS**

1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

**DISPOSITIONS**

1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours for ED201: 3; Credits for ED213: 1 credit

II. Semester Taught: Fall 2014

III. Course Time and Place: TEC 109; Wednesdays 4-6:30 pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rose Chiovitti-Cavalcante</td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> (preferred) /and 7475463</td>
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</tbody>
</table>

Office Hours: TU 3-5pm, W 3-4, TH 2:30-4:30

V. Required Text:

VI. Required Materials or Readings: Additional materials, such as the Marzano Rubric, etc. may be found online on Blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Instructor will not communicate with students through their personal emails.

VIII. Attendance:
Attendance is required for all class sessions.
Attendance and active participation in classes will be expected since this class will be mostly discussion-based. Your participation in class is a positive disposition and it will be a demonstration of professional commitment. Also, research indicates that exposure to and active responding and processing of information during classes leads to a better long-term retention and application. Late arrivals and early departures to and from class will be considered as a missed class.

IX. Catalog Course Description:

ED201
This course introduces you to the basics of the teaching profession. It includes societal expectations of teachers, social problems which impact students, essential knowledge needed for teaching, recent reforms in education, historical
perspectives on education, the role of schools in today’s society, school governance, and the legal and ethical issues in education. Further, you will be expected to begin to articulate your philosophy of education.

**Co-requisite:** ED 213

**ED 213**
You will do initial observations of classroom environments and determinations of what classroom teachers do. You will participate in seminars and observe 37.5 hours of classroom instruction in the field.

**Co-requisite:** ED 201

**X. Course Objectives:**
Upon completion of the course, the students will:

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>CONCEPTUAL FRAMEWORK</th>
<th>NM COMPETENCIES</th>
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<tbody>
<tr>
<td>1. Be aware of and reflect upon their choice of education as their future profession</td>
<td>K 8 S 1 D 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>2. Become familiar with the knowledge and competencies teachers need to have.</td>
<td>K 3, 9 D 1, 3</td>
<td>K 2, 9, 12, 14</td>
</tr>
<tr>
<td>3. Understand the nature and significance of effective management and organizational skills in the classroom.</td>
<td>K 6, 7 S 2 D 1, 3</td>
<td>C 4, 7</td>
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<td>4. Understand the nature of pluralistic classrooms and the impact of culture and society on school and education</td>
<td>K 2, 5, 7 D 1, 2, 3</td>
<td>F 1, 3, 5 H11</td>
</tr>
<tr>
<td>5. Understand professional ethics, legal rights and responsibilities within the educational community.</td>
<td>3, 7, 9 D 1, 2, 3</td>
<td>A 5, 6, 7 G 1, 2, 3, 4, 5, 7 H1</td>
</tr>
<tr>
<td>6. Develop self awareness and recognize own motivations to choose teaching as a profession and establish personal/professional goals as a future teacher.</td>
<td>K 8 S 1 D 3</td>
<td>A 1, 3, 4, 5, 6, 7</td>
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<tr>
<td>Begin to articulate their own philosophy of teaching based on sound educational principles.</td>
<td>K 8 S 1 D 3</td>
<td>A 1, 3, 4, 5, 6, 7</td>
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<tr>
<td>Integrates technology into S1</td>
<td>S 1</td>
<td>B 7</td>
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planned activities including software, applications, and other tools

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition in the Conceptual Framework</th>
<th>NM teacher Competencies</th>
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<tr>
<td>08/20/14</td>
<td>Course Introduction Syllabus Presentation</td>
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<td>Field Placement Information</td>
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<tr>
<td>08/27/14</td>
<td>The teaching profession Chapter 1</td>
<td>Worksheet chapter 1</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>09/03/14</td>
<td>Today’s teachers Chapter 2</td>
<td>Worksheet chapter 2</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
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<td></td>
<td></td>
<td>DUE: Educational Autobiography</td>
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<td>C 4,7</td>
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<td>K2, 9, 12 14</td>
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<tr>
<td>09/10/14</td>
<td>Today’s Schools Chapter 3</td>
<td>Worksheet chapter 3</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
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<td>• DUE: Library Visit Report</td>
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<td>F 1, 3, 5</td>
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<tr>
<td>09/17/14</td>
<td>Philosophical foundations of education</td>
<td>Worksheet chapter 4</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
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</tbody>
</table>

XI. Class Topics, Schedule, Assignments, and NM Competencies

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and the College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
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<tr>
<td>09/24/14 Historical Foundations of Education Chapter 5</td>
<td>Paper Presentation: Bilingual Education</td>
<td>Knowledge 8</td>
<td>Skill 1</td>
<td>Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td></td>
<td>DUE: Field Reflection #1</td>
<td>B 7</td>
<td>E1a, E1d, E2a</td>
<td>K2</td>
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<tr>
<td>01/01/14 School governance Chapter 6</td>
<td>Paper Presentation: Indian Education in NM</td>
<td>Knowledge 8</td>
<td>Skill 1</td>
<td>Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>DUE: Teacher’s Code of ethics</td>
<td>B 7</td>
<td>E1a, E1d, E2a</td>
<td>K2</td>
<td></td>
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<tr>
<td>10/08/14 Ethical and Legal Issues Chapter 7</td>
<td>Paper Presentation: Problem and project-based education</td>
<td>Knowledge 2, 5, 7, 8, 9</td>
<td>Skill 1</td>
<td>Disposition 1, 2, 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
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<td></td>
<td>DUE: Teacher’s Code of ethics</td>
<td>B 7</td>
<td>E1a, E1d, E2a</td>
<td>K2</td>
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<tr>
<td>10/15/14 Today’s students Chapter 8</td>
<td>Paper Presentation: Student poverty. Its effects on education and</td>
<td>Knowledge 2, 5, 7</td>
<td>Skill 1, 2</td>
<td>Disposition 1, 2, 3</td>
<td>B 7, E 1a, 1d E2a F 1, 3, 5</td>
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<td></td>
<td>DUE: Teacher’s Code of ethics</td>
<td>B 7</td>
<td>E1a, E1d, E2a</td>
<td>K2</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
<td>Knowledge/Dispositions/Skills</td>
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| 10/22/14   | Today’s Students/Individual needs (special needs) Chapter 9            | • Worksheet chapter 9  
• Paper presentation: Inclusion of students with special needs in the regular classroom. | Knowledge 2, 5, 7  
Skill 1, 2  
Disposition 1, 2, 3  
B 7,  
E 1a, 1d,  
E2a  
F 1, 3, 5  
K2 |
| 10/29/14   | Chapter 9                                                              | • DUE: Report on PED site visit  
• Paper Presentation: Differentiated Instruction | Knowledge 2, 4, 5, 7  
Dispositions 1, 2, 3  
Skill 1  
B7  
E1a, E1d,  
E2a  
H 11 and  
F 1, 3, 5  
C 4, 7 |
| 11/5/14    | The classroom as a community Chapter 10                                 | Worksheets on Chapter 10  
• Paper presentation: Cooperative Learning | Knowledge 2, 5, 7  
Skill 1, 2  
Disposition 1, 2, 3  
B 7  
E 1a, 1d,  
E2a  
F 1, 3, 5  
K2 |
| 11/19/14   | Integrating technology into teaching Chapter 12                         | Worksheets on chapter 12  
• Paper presentation: Technology in the Classrooms  
• Philosophy of Education | Knowledge 8  
Skill 1  
Disposition 3  
A 1, 2, 3, 4, 5, 6, 7  
B7  
E 1a, 1d, 2a  
K2 |
|            | Curriculum                                                             | Worksheet chapter 11                                                  | All  
B7, E1a, E1d, |
### XII. Assignment Descriptions and Assessment Criteria for ED201:

**A. Research Paper and Power Point Presentation** – You should choose a topic and write a 5 to 8 page paper on the subject. You need to use at least two printed academic references (academic journal articles and/or books) and no more than 2 internet site references. The paper should be written using APA style (an APA guide will be provided to students online on Blackboard). You should also prepare a power point presentation of your paper. The presentation should be 15-20 minutes long. A good presentation do not consist of only reading the transparencies. You should demonstrate knowledge of the topic, answering classmates questions and commenting on the slides. Guidelines on how to prepare a good power point presentation will also be provided to students online on Blackboard.

The final product will consist of (and you should turn in):

1) A 5 to 8 pages written paper (APA style).
2) The draft of your paper with a Writing Center stamp on it.
3) A power point presentation to the class with **hand-outs** to your classmates (include among other useful things your references in the hand-out so your classmates can further read on the topic if they wish to do so).

The paper and the presentation will be graded using a rubric provided online on Blackboard.

* Since the grammar, the spelling, and the presentation parts of your paper are very important, you should make at least one visit to the Writing center. When you go there, take the rubric with you so they will know what the paper should look like and will be able to better help you. When you turn in your paper, you
should submit to the instructor also your paper draft with a stamp and signature from the writing center tutor.

B.LIBRARY VISIT REPORT  – You will visit the NNMC library at a time of your choice (call the library first to schedule your visit). When you get there, you should ask a librarian to show you all the resources available for you to conduct an appropriate research to write an academic paper in EDUCATION. The library, in addition to books, has several education and psychology databases where you can find academic articles for your papers. Ask the librarian to show you how to use the databases. After the visit you will write a 1 to 2 page report (typed – 1.5 spaced) reflecting on what you have learned. List the resources that are available to you at the library and discuss how they can increase your knowledge and depth of education topics and also how you intend to use those resources as a student and afterwards as a life-long learner. Your report will be graded based on the following:
- Demonstrates knowledge of the resources available.
- Demonstrates knowledge of how to use the research databases.
- Reflects on how those resources can help as a student and future teacher.
• If you have taken the “library” class already, please talk with the instructor to see if the visit can be waived.

C.EDUCATIONAL AUTOBIOGRAPHY - You will write an autobiography reflecting on the facts, people, situations, etc. that have influenced you in the direction of becoming a teacher. Some of the questions that should guide our thinking as you write it are:
- Why do I want to become a teacher?
- What teacher(s) had the greatest impact on me?
- What were some of my experiences at school?
- How were my emotional reactions to teachers that either ridiculed, motivated, or elevated me?
- What kind of teacher I want to be?
Your educational autobiography should be at least 3 to 4 pages long (1.5 space, size 12) and it will be graded according to the rubric provided online on Blackboard.

D.NM PED site visit report  - You will visit the New Mexico Public Education Department Webpage (www.ped.state.nm.us) and browse the different sections of the page, the links, etc. Go to directory A to Z and look at the different topics addressed. Choose one topic to read and learn in more depth. Write a report of your visit. The report should be 2 to 3 pages long (1.5 space and size 12) and demonstrate:
-Knowledge of the main contents of the PED Home Page.
-What have you learned about the specific topic you chose to read more about (be prepared to share this good information with the class!).
-How this site can be helpful to you as you seek your licensure and as a future teacher (be specific and give examples).
The paper will be graded according to a rubric provided online on Blackboard.

E.CHAPTER’S WORKSHEETS - As you read the text book you will be required to complete a Reflection Worksheet on the chapter you read during that week. Each Reflection worksheet is divided in 3 parts: 1)Summary - consists of a short summary of the chapter’s content (2 or 3 paragraphs). 2) Comments - You should include some
personal and relevant comments and reflections about the chapter (which you will share with the class in our discussions) and 3) **Questions:** At least 2 questions about the content of the chapter, for example, things that you did not understand or things you would like to discuss further in class. The main purpose of this reflection worksheet is to provide content for our weekly discussions. So come ready to share your insights and questions. **Come ready to talk!** Since you will use the worksheets as a reference for your participation in the class, those will only be collected by the instructor at the end of each class, **and will not be accepted after the due date, unless you were absent that day.**

**F. CODE OF ETHICS** – You will visit the NM PED website and get familiar with the Teacher code of ethics (www.nmcpr.state.nm.us/NMAC/parts/title06/06.060.0009.htm). Based on it, you will develop your own set of ethical principles. You should not only list the most important principles for you but give the reasons of why they are important (your own values) and for your future practice as a teacher. Your personal Code of Ethics should be 2 to 3 pages long (1.5 spaced and 12 size) and reflect sound knowledge of the State’s Code of Ethics and be strongly value-based. The Code of Ethics will be graded according to a rubric provided online on Blackboard. You will review this code of ethics when you do your student teaching at the end of the program.

**G. TEACHER INTERVIEW:** While you are in the schools doing your field experience, you should schedule a time with your mentor teacher for an interview. Your interview should be semi-structured, that is, you will have some questions given to you to start (see the questions below) but you can expand and add your own questions if you wish to do so. Your goal is to learn:
- What are the reasons that led him/her to choose teaching as a profession?
- What are the biggest challenges of being a teacher?
- What are the best rewards for being a teacher?
- What advice she/he would give to a beginner teacher?
- What does he/she recommends to someone who wants to be a very good teacher?

You should **transcribe the interview in full** (do not forget to have the mentor teacher sign a permission form to be interviewed. In that form you should state that the information will only be used in and for this class). You should also **write a one page reflection** on what you have learned in the interview and how you can use that information to help you as an education student and as a future teacher.

**H. Field Reflections #1, 2 and 3** – You will write 3 reflections about your field experience using the “Marzano” rubric provided online.

**I. PHILOSOPHY OF EDUCATION** – Based on the readings and class discussions, you will write a 2 page personal philosophy of education stating what you believe is education, teaching, and learning and what you think your role will be as a teacher. You will review this philosophy of education when you do your student teaching at the end of the program.

* As you have noticed, this course will demand a significant amount of writing. Each writing piece will be graded considering also your neatness,
presentation, spelling and grammar. So, use and abuse of the Writing Center!
Every time you feel that your writing needs improvement, go there and get
some help!

ED201
1. Code of Ethics (15%)
2. Educational autobiography (10%)
3. Library Visit Report (5%)
4. Chapters’ Worksheets (25%)
5. Philosophy of education (10%)
6. Research Paper/presentation (25%)
7. NM PED site visit report (10%)

ED213
1. Teacher Interview = 25%
2. Field reflections (1, 2 and 3) = 30%
3. Log sheet and Journal = 45%

* Assignments turned in after the due date listed above will suffer deduction of
points to the discretion of the instructor

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-
79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below
60%

A.) Required Professional Competency-Based Artifact Rubric

Teacher Code of Ethics

<table>
<thead>
<tr>
<th>Organization</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>Sequence of</td>
<td>Reader has difficulty following because writer jumps around.</td>
<td>Writer presents information in logical sequence which reader can follow.</td>
<td>Ideas are presented in logical, and interesting way.</td>
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<tr>
<td>ideas is very hard to follow</td>
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<td></td>
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<tr>
<td>Candidate does not demonstrate sound knowledge of NM Teacher Code of Ethics and is not clear</td>
<td>Candidate has some knowledge of NM Teacher Code of Ethics but has difficulty articulating</td>
<td>Candidate has good knowledge of NM Teacher Code of Ethics but has some difficulty</td>
<td>Candidate demonstrates sound knowledge of NM Teacher Code of Ethics and articulates it well with</td>
<td></td>
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</tbody>
</table>
about his/her own personal values.  
articulating it with his/her own personal values. Some discussion on how he/she intends to apply it in their future practice is present.  
his/her own values, reflecting on how those are important for his/her future practice as a teacher.

<table>
<thead>
<tr>
<th>Grammar &amp; Spelling</th>
<th>Work has many spelling and grammatical errors.</th>
<th>Paper has 3 or 4 misspellings and grammatical errors.</th>
<th>Paper has no more than 2 misspellings and grammatical errors.</th>
<th>Paper has no misspellings or grammatical errors.</th>
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<tbody>
<tr>
<td>Total</td>
<td></td>
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</table>

XII. Internet sites or databases/Resources

http://www.sde.state.nm.us

Other resources for the class can be found online on Blackboard.

XIII. Late Work:
Your work is due on the date indicated on the syllabus. If you need to turn in your work a little later, please contact the instructor before the due date to explain your situation. The instructor will have the discretion to accept or not the late work. Be aware, however, that all work turned in late will have a deduction of points to the discretion of the instructor. Late work will not be accepted after two weeks of the due date.

Also, you will not be able to present the power point of your paper on a different date than that established in the syllabus. You will receive a grade of ZERO for the presentation if you do not present at the pre-determined date.

XIV. Students with Disabilities
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities tp provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo.
either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVI. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60

XVIII. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1( submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.
When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XIX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XX. Cell phone policy

IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING). Using cell phones during class reflects lack of respect with your instructor and classmates.
After entering the classroom put your cell phone in a vibrating mode or turn it off. If you absolutely need to take a call, step out of the classroom to do so. Texting in class is forbidden in any circumstances.

XXI. Complaints policy
The COE follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain and so on. Trying to handle complaints by going straight to the highest authority is not usually well accepted in the COE. To a more complete description of the process, see NNMC and COE student handbooks.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

ED 220

Whenever education takes place, formally or informally, psychology is involved. The science of psychology examines human cognition, emotion, and development. Educational psychology, in particular is concerned with:

- Understanding the process of teaching and learning;
- Helping teachers understand that learning takes place as an interaction of social, emotional, developmental, and cognitive forces.
- Helping teachers to develop ways to improve the effectiveness of teaching, learning, and assessment procedures through consistent reflections on classroom behavior/activities.

I. Credit Hours: 3

II. Semester Taught: FALL 2014

III. Course Time and Place: TEC 109 – TH 4:30-7:00

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: ROSE CHIOVITTI-CAVALCANTE</th>
<th>Communication Information: <a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> 747-5463</th>
<th>Office Hours: TU 3-5 PM  WE 3-4 PM  TH 2:30-4:30 PM</th>
</tr>
</thead>
</table>

V. Required Text:

VI. Required Materials or Readings: If needed, additional material may be posted online on blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. Your instructor is only allowed to communicate with you through your NNMC email. If you are having trouble please contact IT at 505-747-2259. You are encouraged to log in to your NNMC email frequently, since this will be the main vehicle of communication for this class.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
IX. Catalog Course Description:

This class introduces you to psychological principles as they apply to teaching and learning. You will examine the relationships between theory, research, and practice in learning, memory, child development, motivation, and educational assessment for the school setting. You will address cognitive, linguistic, affective, and social development, with particular attention to the K-8 learner. Emphasis is on the integration of theory and practice, with numerous classroom applications of psychological theories and principles.

As seen in our conceptual framework represented by the Vallero Star, it's not our intent to form technicians who depend on various “bags of teaching tricks”. Rather, we intend to develop professionals who possess a foundation of knowledge in the area of human learning, motivation, development, and assessment. This foundation will prepare professionals who will make more sophisticated decisions in the field. This course will help you to develop that foundation. Application of what is learned in this course can only help you to transition into the teacher you wish to become.

In addition, the goals of this course are to help future teachers to learn, understand, and use the information generated by educational psychology researchers in their professional lives.

X. Course Objectives:

Upon completing this course, the student will:

- Define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theories believe influence the learning process, giving specific examples of how these principles could be used in the classroom.
- Apply psychological principles and theories within actual or simulated educational contexts.
- Use major concepts of child and adolescent development, human learning, and social and cultural influences in planning and implementing classroom instruction, strategies, and management.
- Identify and analyze the implications of the various developmental and learning theories for models of instruction, decisions about teaching strategies and the selection of materials, and the role of the teacher in the learning process.

A. Professionalism – A1, A2, A3, and A8 A, B, D and H
B. Instructional Planning and Implementation – B1, B2, B3, B4, and B8
C. Classroom Management – C3, C4, C5, C7, C10, and C11
D. Assessment – D6 , and D9
E. Technology – E1a, E1d, E2a, and E3e
F. Diversity – F1, F2, F3, and F6
G. Family and Community – G2, G3, and G5
H. Inclusion – H2, H8, H9, and H11
I. Development of Student – I1, I2, and I3
K. Communication – K2, K3

Revised July 3, 2014
XI. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Cluster and Modules</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/21</td>
<td>Course/Syllabus Presentation</td>
<td>Understanding how to use the case-study approach</td>
<td></td>
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<tr>
<td>08/28</td>
<td>INTRODUCTION to Ed Psych The importance of Ed Psych - Module 1</td>
<td>A-1,2,3,8 B-1,2,3,4,8 C-3, 4, 5, 7, 10,11 D9 E – 1d</td>
<td>F-1,2,3 G-2,3,5 H-2,8,9,11 I-1,2,3 K-2</td>
<td>Module 1 – Summary</td>
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<tr>
<td>09/04</td>
<td>Contexts of development and Social Development Cluster One/module 2 and module 3</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td>K3</td>
<td>Modules 2 and 3 Summaries Case Study – Elementary</td>
</tr>
<tr>
<td>09/11</td>
<td>Emotional and Moral Development Cluster 1/modules 4 and 5</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td></td>
<td>Modules 4 and 5 summary Case Study – Middle School Quizz#1</td>
</tr>
<tr>
<td>09/18</td>
<td>Brain Development and Cognitive Development Cluster 2/Module 6 e 7</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3 E1a, E1d, E2a, E3d</td>
<td>K3</td>
<td>Module 6 and 7 Summaries Case Study – Elementary Quiz. #2</td>
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<tr>
<td>09/25</td>
<td>Behavioral Learning Theory Cluster 3/module 9</td>
<td>A 1, 8A, 8B, 8C; B1,2; C 5,10,11 D 9; F 1,3 E1a, E1d,</td>
<td>G 3,5; H 9; I 1,2.</td>
<td>Module 9 summary Case Study – Elementary Hot Topic Presentation –</td>
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Revised July 3, 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Module</th>
<th>Summary Module</th>
<th>Key Points</th>
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<tr>
<td>10/02</td>
<td>Social Cognitive Theory</td>
<td>Module 10</td>
<td>10</td>
<td>K2,3,4,7,8,9, D 1,2,3, S 1,2</td>
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<td></td>
<td>Cluster 3/ Module 10</td>
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<tr>
<td></td>
<td>A1,2,3; B1,2,3; D 5,6; F 1,3; E1a, E1d, E2a, E3d</td>
<td>H 9,11; I 1,2; K2</td>
<td>Module 10 Summary</td>
<td>Case study middle school</td>
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<td>Hot Topic Presentation – Critical Thinking and Problem Solving (Mod 14)</td>
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<tr>
<td>10/09</td>
<td>Cognitive Processing Theory</td>
<td>Summary Module 11</td>
<td>11</td>
<td>K2,3,4,7,8,9, D 1,2,3, S 1,2</td>
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<td>Cluster 3/Module 11</td>
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<td>A1,2,3; B1,2,3; D 5,6; F 1,3; E1a, E1d, E2a, E3d</td>
<td>H 9,11; I 1,2; K3</td>
<td>Hot Topic Presentation – Grouping Practices (Mod 21)</td>
<td>Quizz #3</td>
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<tr>
<td>10/16</td>
<td>Behaviorist X Constructivist Classrooms</td>
<td>Hot Topic Presentation</td>
<td>16</td>
<td>K 2,3,4,7,8,9, D 1,2,3, S 1,2</td>
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<td>Cluster 5/ Module 15 and 16</td>
<td>Hot Topic Presentation (Behaviorism x Constructivism)</td>
<td>17</td>
<td>K 2,3,4,7,8,9, D 1,2,3, S 1,2</td>
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<td></td>
<td>A1,2,3; B1,2,3; D 5,6; F 1,3; E1a, E1d, E2a, E3d</td>
<td>H 9,11; I 1,2; K2</td>
<td>Hot Topic Presentation – Metacognition (Module 12)</td>
<td>18</td>
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<tr>
<td>10/23</td>
<td>Motivation - Learning and Cognitive Theories</td>
<td>Module 15 and 16</td>
<td>19</td>
<td>K 2,3,4,7,8,9, S 1,2, D 1,2,3</td>
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<td></td>
<td>Cluster 5/ Module 15 and 16</td>
<td>Summary</td>
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<td>A1,2,3; B1,2,3; D 5,6; F 1,3; E1a, E1d, E2a, E3d</td>
<td>H 9,11; I 1,2; K3</td>
<td>Case Study - Elementary Case Study – Middle School</td>
<td>Quizz #4</td>
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<tr>
<td>10/30</td>
<td>Intelligence/Giftedness</td>
<td>Module 22 and 23</td>
<td>20</td>
<td>K 2,3,4,7,8,9, D 1,2,3, S 1,2</td>
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<td>Cluster 7/ Module 22 and 23</td>
<td>Summary</td>
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<td>A1,2,3; B1,2,3; D6; F 1,3; E1a, E1d, E2a, E3d</td>
<td>H 9,11; I 1,2; K2</td>
<td>Hot Topic Presentation – Assessing Student Learning (Mod 26)</td>
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<td>Cognitive Disabilities</td>
<td>Module 24</td>
<td>22</td>
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<td>H 9,11; I 1,2;</td>
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## Cluster 7/Module 24

<table>
<thead>
<tr>
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<th>K2</th>
<th>Summary</th>
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<tr>
<td>11/20</td>
<td>Emotional and Behavioral Disabilities and FBA/BIP</td>
<td>A1,2,3; B1,2,3; D6; F 1,3;</td>
<td>H 9,11; I 1,2; K2</td>
<td>Module 25 Summary</td>
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<tr>
<td>12/04</td>
<td>Student presentations</td>
<td>A1,2,3; B1,2,3; D6; F 1,3; E1a, E1d, E2a, E3d</td>
<td>H 9,11; I 1,2; K2</td>
<td>*ALL PAPERS – DUE</td>
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<td>12/11</td>
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### XII. Assignment Descriptions/ Assessment Criteria:

1) **Research Paper/Hot Topic Presentation**
   
   You should prepare a research paper and a presentation about a given topic. The topics are listed above and correspond to chapters in your textbook. Your paper should be 7 pages long. The main reference for the paper is the textbook, however, you should also do some research and complement the textbook material with other sources such as academic journals, other books and internet materials (PS: be careful with the sites you use for finding the information. Give preference for sites of recognized professional associations such as NASP, AERA, ASCD, etc. You will be required to make a presentation of your paper. For that, you will develop a power point presentation. The presentation should NOT be shorter than 20 minutes nor longer than 30 minutes. Think more of this presentation as a lesson you will be teaching the class about the topic. Become an “expert” on the topic and teach it to your classmates. Online, in Blackboard, you will find guidelines on how to prepare and give a good presentation to the class.
2) **Classroom Scenarios and Lesson Plans-** You will develop two classroom scenarios: one that illustrates a constructivist classroom and one that illustrates a behaviorist classroom.

A) You will begin by delineating the major components that would be required to illustrate these two classroom scenarios from the different theoretical viewpoints. Start first with the behaviorist classroom and describe it with a lot of detail. Then, describe a constructivist classroom. For example, how would be the best physical arrangement for the behaviorist classroom? And for the constructivist classroom? What kinds of materials will be available for students in each classroom? How would you manage students’ behaviors in the two different classrooms (how would you use different discipline / classroom management methods)? What kind of instructional methods would you use in each classroom?

B) Next, you will develop **two** lesson plans using content/common core standard of your choice. You will write two lesson plans using the same content for both lessons, but different instructional approaches (one lesson will be planned and taught based on behaviorist principles of learning and the other on constructivist principles of learning). Write each one of your lessons using the College of Education Lesson Plan Template provided online on blackboard.

C) On a separate page, you should **write an analysis of each lesson and scenario.** The analysis should include a justification of why you chose to design your classrooms the way you did and why you chose the different instructional strategies for each lesson. The justification should be based on the main components of the behaviorist and constructivist theories. Do the same for both lessons.

D) **You will choose one of the lessons and teach it** to the class (It’s NOT a power point presentation on the topic! You should actually teach the lesson).

This assignment will be graded using the following criteria:

- Accuracy of major components for each classroom scenario
- Accurate justification/support of choices based on theory
- Connections between lesson plan and theory (this activity is included in the lesson because…)
- Clarity/organization of writing
- Quality of the lesson plan and presentation

3) **Modules Summaries -**

As listed in the calendar, you will be required to complete summaries of the modules you read during that week. The summary should be 1 page long (typed or hand written), and should contain the main concepts and ideas discussed in the module.

4) **Case Studies -** As listed in the class schedule, you are required to complete several “case studies”. These case studies are presented at the beginning of each cluster of modules. For each case study you should address the questions: WHO, WHAT, WHERE, and WHEN. You should also respond to the ASSESS questions presented at the end of each case study (see instructions in your book in the insert “HOW TO READ A CASE STUDY”).
XIII. Internet sites or databases - Extra readings and materials needed for this class can be found online on blackboard.

XIV. Late Work:
Your work is due on the date indicated on the syllabus. Work submitted late will suffer a deduction in points to the discretion of the instructor. Power point presentations should be done on the date scheduled and will NOT be accepted at a later date.

XV. Students with Disabilities
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVI. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:
- Quizzes – 25%
- Summaries – 15%
- Case Studies – 10%
- Research Paper – 25%
- Classroom Scenarios – 25%

A+ =100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIX. Academic Ethics:

Revised July 3, 2014
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING)- Using your cell phone during class is a sign of disrespect with your instructor and classmates. When entering the classroom, please turn off or put in vibrate mode your cell phone. If you need to take a call, please step outside the classroom to take it and return to class as soon as you can.

XXII. Complaints policy

The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted at the COE. The same process applies in case on harassment issues (see NNMC student handbook for how to handle harassment situations).
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014
   Mondays (in person) 4:00- 6:45 pm; 8/18/14-12/8/14
   Richard Martinez Teacher Education Building, Science Lab 106

III. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Robbins, MA</td>
<td><a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a> Office: TEC 211</td>
<td>Mon/Wed 3:00-4:00pm And by Appointment</td>
</tr>
<tr>
<td></td>
<td>Office: 505-747-5466</td>
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</tr>
</tbody>
</table>

Required Text: NO Required Text

**Annenberg Learner Videos:** You will be using two video series outside of class to gain essential content knowledge to boost your confidence as a teacher. Bookmark these sites on your computer.

a. “*Essential Science for Teachers: Earth Science*”
b. “*Science in Focus: Force and Motion.*”

These are 60-min streaming videos. You will need a computer and decent internet speed and connection. You are able to watch them at NNMC library or after class concludes each week if you need computer access.

**Suggested Earth Science Videos From Annenberg:**
- *Earth Science* Session 2: Every Rock Tells a Story
- *Earth Science* Session 3: Journey to the Earth’s Interior
- *Earth Science* Session 4: The Engine that Drives the Earth
- *Earth Science* Session 5: When Continents Collide

**Suggested Physical Science Videos From Annenberg:**
- *Science in Focus: Force and Motion* Workshop 6: Force Against Force
- *Science in Focus: Force and Motion* Workshop 7: The Lure of Magnetism
- *Science in Focus: Force and Motion* Workshop 2: Drag Races
- *Science in Focus: Force and Motion* Workshop 3: When the Rubber Meets the Road
- *Science in Focus: Energy* Workshop 2: Force and Work
IV. Required Materials or Readings:
   1. Next Generation Science Standards: You will be provided with a hard copy of the NGSS Core Idea Progressions on Day 1, but to see each individual standard by grade, go to NGSS website and search by grade level or topic. To complete your concept maps you will need to review each individual standard in the Earth Science and Physical Science strands http://www.nextgenscience.org/search-standards
   2. Course Readings: You will be provided with electronic scanned copies or hard copies of the weekly readings.

V. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VI. Attendance: Attendance is required for all class sessions. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

VII. Catalog Course Description:
This course is part of a two-semester series (EDU 313 and EDU 423) that prepares teacher credential candidates to use best practices in science and math teaching for K-8 students. Pre-requisite: EDU 201 with a grade of C or better.

VIII. Course Objectives:
All Education classes at NNM College are competency-based, meaning that students complete assignments that align to the New Mexico State Competencies for Entry-Level Teachers. With this in mind, upon completion of the course we expect that you will:
1. Understand the nature and purpose of teaching constructivist, inquiry-based science and math in the elementary school curriculum, especially FOSS and STC lessons used in northern NM school districts.
2. Be able to understand the importance of visual literacy and how they relate to process thinking skills in science.
3. Make connections between the teaching of science and math in the classroom and why science and math should matter to people in northern New Mexico.
4. Explore best methods in teaching science and math to children of diverse ethnic, cultural and linguistic backgrounds.
5. Become knowledgeable of the current National Science Education Standards and Benchmarks (Next Generation Science Standards).
6. Develop or extend an area of science expertise in two of the three content areas of science (Earth/Space and Physical).
7. Increase your confidence as a teacher and learner of science.

Revised August 24, 2014
IX. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Knowledge Kill or Disposition</th>
<th>NM Teacher Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/18</td>
<td>Introductions Syllabus</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>A-1,4, F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
</tr>
<tr>
<td></td>
<td><strong>Dialogue:</strong> Our science history</td>
<td>PREPARE: Read The Nature of Science</td>
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<tr>
<td></td>
<td><strong>Activity:</strong> NGSS Core Progression of Ideas Puzzle</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>A-1,4, F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PREPARE: Read The Nature of Mathematics</td>
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<tr>
<td>8/25</td>
<td>Contemplative/Critical Pedagogy</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>A,2,5,6, F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
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<tr>
<td></td>
<td><strong>Mixed Methods Investigations</strong></td>
<td>PREPARE: Watch Annenberg Video Essential Science for Teachers</td>
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<td></td>
<td><strong>Activity:</strong> Black Box Experiment</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>A,2,5,6, F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
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<td></td>
<td><strong>Dialogue:</strong> PED Educator Code of Ethics</td>
<td>PREPARE: Read Assessing Science Learning</td>
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<tr>
<td>9/1</td>
<td><strong>NO CLASS—HOLIDAY</strong></td>
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<tr>
<td>9/8</td>
<td><strong>Activity:</strong> Math &amp; Science Curriculum Demos</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 1,2,3,4,5,6,7,8, 9 Dispositions 1,2,3 Skills 1,2</td>
<td>A 1, 4, A7: A,B,C,F B 9,10,11 D 1,2,3,4,6,7,8, D 9,10,12, 14 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
</tr>
<tr>
<td></td>
<td><strong>CLASS Observations</strong></td>
<td>PREPARE: Watch Annenberg Video Science in Focus: Force and Motion</td>
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<td></td>
<td><strong>Dialogue:</strong> Assessing Science Learning</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 1,2,3,4,5,6,7,8, 9 Dispositions 1,2,3 Skills 1,2</td>
<td>A 1, 4, A7: A,B,C,F B 9,10,11 D 1,2,3,4,6,7,8, D 9,10,12, 14 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
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<td>PREPARE: Read Questioning Strategies and Leading Discussions</td>
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<td>9/15</td>
<td><strong>Activity:</strong> Math &amp; Science</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 1,2,3,4,5,6,7,8, 9 Dispositions 1,2,3 Skills 1,2</td>
<td>A 1, 4, A7: A,B,C,F</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Dialogue</td>
<td>DUE:</td>
<td>PREPARE:</td>
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<tr>
<td>9/22</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>Managing a Classroom for Science Learning</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Essential Science for Teachers</td>
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<td>Read Basic Science Process Skills</td>
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<tr>
<td>9/29</td>
<td>Earth Science Concept Map Carousel</td>
<td>Basic Science Process Skills</td>
<td>Reflection Journal Entry</td>
<td>Finish Earth Science Concept Map</td>
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<tr>
<td>10/6</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>The 5E Learning Cycle</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
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<tr>
<td>10/13</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>Varying Approaches to Science</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Essential Science for Teachers</td>
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Revised August 24, 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity: Math &amp; Science Curriculum Demos</th>
<th>Dialogue: Teachers Negotiating Different Communities</th>
<th>Activity: Physical Science Concept Map Carousel</th>
<th>Dialogue: Integrating Science with Other Subjects</th>
<th>Activity: Designing Science Fair Projects: Asking Investigable Questions</th>
<th>*PREPARE: Finish Physical Science Concept Map</th>
<th>Knowledge: 1,2,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Read Integrating Science with Other Subjects</td>
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<tr>
<td>10/27</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Read Integrating Science with Other Subjects</td>
</tr>
<tr>
<td>11/3</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Read Integrating Science with Other Subjects</td>
</tr>
<tr>
<td>11/10</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
<td>Read Integrating Science with Other Subjects</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Dialogue:</td>
<td>PREPARE:</td>
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<tr>
<td>11/17</td>
<td>Activity: In Class Workshop: Science Fair Projects</td>
<td>PREPARE: Review Journal</td>
<td>Reflection Paper Due</td>
<td>Knowledge 1,2,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2</td>
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<td>PREPARE: Finalize Science Fair ? Design Experiment</td>
<td></td>
<td>A 1,2,4,5,6 A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 H 4,5,8 I 3 J Science b,c,d,e</td>
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<tr>
<td>11/24</td>
<td>NO CLASS—HOLIDAY</td>
<td>PREPARE:</td>
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<td></td>
<td></td>
<td>Prepare Science Project</td>
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<tr>
<td>12/1</td>
<td>Presentation of Science Fair Posters/Projects</td>
<td>Dialogue:</td>
<td>DUE: Science Fair Project</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 1,2</td>
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<td>The Nature of Science</td>
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<td>A 1,2,4,5,6 A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
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<tr>
<td>12/8</td>
<td>Presentation of Science Fair Posters/Projects</td>
<td>Dialogue:</td>
<td>DUE: Science Fair Project</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 1,2</td>
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<td>Class Observations</td>
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<td>A 1,2,4,5,6 A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4,6,7,8,10,11 E 1a,1b,1c,1d F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
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</tbody>
</table>

X. Assignment Descriptions/Assessment Criteria:

Requirements and Evaluation:
1. **Attendance and participation.** All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and present a final project. See policies below for more on attendance. This is worth 25% of the final grade.

2. **Reflection Journal & Paper.** Each student will keep a reflection journal for the course of the semester. Each week students will make at least one entry based on reflections on course readings and activities. At the end of the semester, each student will analyze his or her entries and submit a 4-5 page summary of their journal. This is worth 20% of the final grade.

3. **Math & Science Curriculum Demos.** Each student will have the opportunity to lead class discussion on one math and one science topic of his/her choice. The class presentations will include micro-lessons on a class-related topic (one math lesson and one science lesson). The math lesson is worth 2.5% of the final grade and the science lesson is worth 2.5% of the final grade; in total, the two lessons amount to 5% of the final grade.

4. **Final Science Fair Project.** Each student will create a model science fair project. Students will develop an investigation of their own design, collect data, and prepare a presentation to the class that includes a description of the experiment, data collected, methods and results. This will be shared with the class in a 30-min presentation. This is worth 30% of the final grade.

5. **Visual Demonstration of NGSS Science Concept Linkages K-8.** Students will use the visual literacy skill of *concept mapping* to show understanding of the progression of science concepts in Earth and Physical Science. Maps must show linkages between factual details and conceptual information, but otherwise you are free to create these in any way you wish. The Earth Science Concept Map is worth 5% of the final grade and the Physical Science Concept Map is worth 5% of the final grade; in total, the two maps amount to 10% of the final grade.

6. **Classroom Observations & CLASS Evaluation Report.** All students will complete ten hours of classroom observation evidenced by a Field Lab Experience/Practicum Log Sheet. This is worth 5% of the final grade.

Revised August 24, 2014
All students will write a one page, single spaced, evaluation report on a one hour classroom observation. This is worth 5% of the final grade.

***Directions and rubrics will be provided in a timely fashion for each assignment throughout the semester.

XI. Internet sites or databases:
   Next Generation Science Standards
   http://www.nextgenscience.org/search-standards
   “Essential Science for Teachers: Earth Science”
   http://www.learner.org/resources/series195.html
   “Science in Focus: Force and Motion.”
   http://www.learner.org/resources/series136.html

XII. Late Work:
Your work is due on the date indicated on the syllabus.
All assignments are expected to be completed and submitted on time (by 4:00 p.m. on the due date unless noted otherwise). If you believe you will not be able to turn in an assignment on time please contact me as soon as possible. Five percentage points will be taken off the assignment’s final grade for every day the assignment is late.

XIII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

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The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the
parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVI. Grading Scale:
- A+ = 98+  
- A = 94-97
- A- = 90-93 
- B+ = 88-89 
- B = 84-87 
- B- = 80-83 
- C+ = 78-79
- C = 74-77 
- C- = 70-73 
- D+ = 68-69 
- D = 64-67 
- D- = 60-63 
- F = 59 or below 

XVII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment.

For more information on plagiarism, please see: https://www.indiana.edu/~istd/

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XIX. Sexual Harassment
Sexual harassment is reprehensible and will not be tolerated. It subverts the mission of the college and threatens the careers, educational experience, and well-being of students, faculty, and staff.

XX. Students Called to Military Service
If you or a family member is called to military duty, please let me know as soon as possible.

XXI. Student Handbook
Students are responsible to refer to the Student Handbook for specific policies and procedures.
ED 322 Math for Educators I

Northern New Mexico College
College of Education
EDUCATION 322- Math for Educators I
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: 7:00p.m-9:45p.m. - TEC 106

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Katherine M. Duran, MA</th>
<th>Communication Information: <a href="mailto:Katherine.duran@nnmc.edu">Katherine.duran@nnmc.edu</a></th>
<th>Office Hours: Replies to email and voice mail will be within 24hrs. Appointments welcome</th>
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VI. Required Materials or Readings: Independent material, Internet Access,

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

AS REVIEWED WITH STUDENTS- 3 ABSENCES/TARDIES = 1 LOWER GRADE, 6 MISSED FAILURE. LEAVING EARLY SHOULD NOT BE PROBLAMATIC, MORE THAN 2 WILL RESULT IN LOWER GRADE.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Revised August 15, 2014
IX. **Catalog Course Description:**

**MATH FOR EDUCATORS** This course is designed to prepare you to teach the National Council of Teachers of Mathematics Standard 1, K-8, Numbers and Operations, and Standard 2, K-8 Algebra, integrated with Standards 6, 7, 8, 9, and 10 Problem Solving, Reasoning and Proof, Communications, Connections, and Representations. You will be assessed based on performance measures designed to demonstrate mastery of mathematical concepts.). You will participate in seminars and observe 10 hours of classroom instruction in the field. *Prerequisites:* ED 201 and 213 and MATH 130. (3, 3T+0L)

X. **Course Objectives:** The primary objective of this course is to provide the future teacher with a strong foundation in the theory of arithmetic, as it relates to the elementary curriculum. By providing problem solving activities, the future teacher will gain knowledge of the importance of mathematical material in daily life, while increasing computational skills.

**Learning outcomes:**

**Outcome 1- Arithmetic**
- C1- Explain procedures for solving, addition, subtraction, multiplication and division with whole numbers, integers and fractions
- C2- Solve addition, subtraction, multiplication and division of large numbers through various methods
- C3- Analyze student work - assess rationality of arguments and identify mathematical misconceptions in errors.
- C4- Use the relationship between operations, to solve algebraic equations

**Outcome 2- Representing mathematical concepts**
- C1- Utilize tactile representations, including base blocks, integer chips to represent numbers and operations.
- C2- Utilize visual representations, including discrete pictures, number lines, and rectangles, to represent operations
- C3- Utilize representations to explain how estimation and rounding work
- C4- Utilize concrete applications to represent operations

**Outcome 3 – Communicate mathematical concepts**
- C1- Describe the equivalence between various representations of numbers and operations
- C2- Create justifications for properties and procedures in math
- C3- Utilize correct terminology and notation

XI. **Class Topics, NM Teacher Competencies and Assignments:**

Revised August 15, 2014
Common Core Standards for Mathematical Practices

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1. **CCSS.Math.Practice.MP1** Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.


Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and
manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. **CCSS.Math.Practice.MP3** Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.


Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Revised August 15, 2014
5. **CCSS.Math.Practice.MP5** Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.


Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, student’s give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. **CCSS.Math.Practice.MP7** Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as $5$
minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers \( x \) and \( y \).

8. **CCSS.Math.Practice.MP8** Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation \((y - 2)/(x - 1) = 3\). Noticing the regularity in the way terms cancel when expanding \((x - 1)(x + 1)\), \((x - 1)(x^2 + x + 1)\), and \((x - 1)(x^3 + x^2 + x + 1)\) might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
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<thead>
<tr>
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<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
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D-1. a, b. 3. a,b,c,d  
E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h  
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a,b,c,d,e  
D-1. a, b. 3. a,b,c,d  
E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h  
F-1. a,b,c,d,e  
J-1. a,b,c,d, 3. a, b, c  
K-1. a,b,c, 3-b  
l-1. a | Review readings-discussion  
In-class activities  
CA-337 to CA-369 | Knowledge  
1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
| Week 15 | Chapter 16: Basic Principles of Probability | A-1.a,b,c,d,e  
B-1.a,b,c,d,3. 1.a,b  
C-1.a,b,c,d,e. 3.  
a,b,c,d,e  
D-1. a, b. 3. a,b,c,d  
E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h  
F-1. a,b,c,d,e  
J-1. a,b,c,d, 3. a, b, c  
K-1. a,b,c, 3-b  
l-1. a | Review readings-discussion  
In-class activities  
CA-370 to CA-CA-384 | Knowledge  
1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
| Week 16 | Final Exam | | Final Exam | |

**XII. Assignment Descriptions/ Assessment Criteria:**

1. Students are asked to actively participate in the discussions and within group settings. (Rubric attached)
2. Students actively participate in a group to complete in-class activities.
3. Students will actively participate in discussions and provide authentic contributions while respecting the contributions of others. (Rubric Attached)

*INSTRUCTOR WILL SHARE LINKS THAT BENEFIT THE CONTENT*
1. Class participation and attendance  20%
2. In-class activities  20%
3. Discussions  10%
4. Mid Term  25%
5. Final Exam  25%

- STANDARD INSTRUCTIONS WITH SHARED WEBSITES

---

Rubric
Class participation is worth 20% of students total class grade

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent-A</th>
<th>Good-B</th>
<th>Satisfactory C-D</th>
<th>Needs Improvement D-F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude</strong></td>
<td>Student is always respectful of his or her self, others, and instructor, has a positive attitude, and does not criticize anyone else's ideas or work.</td>
<td>Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.</td>
<td>Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.</td>
<td>Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.</td>
</tr>
<tr>
<td><strong>Focus on Class Work</strong></td>
<td>Consistently stays focused on in-class work and what needs to be done. Very self-directed.</td>
<td>Focuses on in-class work and what needs to be done most of the time.</td>
<td>Focuses on the task and what needs to be done some of the time. Usually must be reminded by the teacher about what needs to get done.</td>
<td>Rarely focuses on class work and what needs to be done.</td>
</tr>
<tr>
<td><strong>Contributions</strong></td>
<td>Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.</td>
<td>Sometimes provides useful ideas when participating in classroom discussion. A satisfactory student who does what is required.</td>
<td>Rarely provides useful ideas when participating in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td><strong>Working with Others</strong></td>
<td>Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student's presence.</td>
<td>Usually listens to, shares with, and supports the efforts of others.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others’ attempts to participate.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Brings needed materials to class and is always ready to work.</td>
<td>Almost always brings needed material to class and is ready to work.</td>
<td>Often brings materials but sometimes needs to borrow.</td>
<td>Seldom brings materials and/or is rarely ready to get to work.</td>
</tr>
<tr>
<td><strong>Quality of Work</strong></td>
<td>Provides work of the highest quality that</td>
<td>Provides quality work that reflects</td>
<td>Work occasionally needs to be redone</td>
<td>Provides illegible work that reflects very little</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
A. Contribute to discussions. 10% of entire grade
   • Ask relevant, clarifying questions.
   • Respond with relevant information or opinions to questions asked.
   • Listen to and acknowledge the contributions of others.
   • Adjust tone and involvement to encourage equitable participation.
   • Facilitate total group participation.
   • Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
   • Paraphrase and summarize as needed.

B. Participate in small and large group discussions and presentations.

XIII. Internet sites or data bases:
   Mathisfun.com
   Carnegie
   Teachnm.org
   *3 EMAILED TO DATE 9-1-14

XIV. Late Work:
Your work is due on the date indicated on the syllabus.

XV. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not
complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
EDUCATION ED326/311
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

Revised July 3, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: ED326 = 2; ED311 = 1

II. Semester Taught: Fall 2014

III. Course Time and Place: Hybrid online and face to face. Face to face meeting dates are 08/26; 09/09; 10/14; 11/04; and 12/02/2014

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Rose Chiovitti-Cavalcante</th>
<th>Communication Information: <a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> or 505-747-5463</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TU: 3 to 5 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W: 3-4:00 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TH: 2:30 to 4:30 PM</td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings: Textbooks. Additional material may be provided online on Blackboard classes Ed326 and ED311.

VII. E-mail Requirement: All students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Your instructor will not communicate with you through your personal email.

VIII. Attendance:

Attendance is required for all face to face class sessions. One day of missed class may result in failing the course. Students are expected to weekly be present on discussions online.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course may result in failure at the discretion of the instructor.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description:
ED 326: In this class you will learn basic classroom processes, techniques and procedures to help you manage your classroom for high levels of student success. You will learn practical strategies for increasing student motivation and learning in a diverse classroom. You will also learn practical strategies for managing student behavior and discipline in your future classroom.

Co-requisite: ED 311

ED 311: This class consists of a Practicum connected with the ED 326 class. You will spend 37.5 hours in a classroom observing classroom procedures, routines, discipline of students, etc. You will be expected to write a reflective journal of your observations, interview your mentor teacher and keep a log of all the hours you spent observing in the classroom. For this class you should focus on Standard C of the NM entry level teacher competencies: Classroom Management

Co-requisite: ED 326

X. Course Objectives:

Upon completion of this course students will:

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>NM COMPETENCIES</th>
<th>CONCEPTUAL FRAMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand models of classroom management and observe these in the classroom.</td>
<td>A1,2,3 C 1</td>
<td>Knowledge 4, 6, 7 Dispositions 1, 3</td>
</tr>
<tr>
<td>Develop and implement a classroom management plan.</td>
<td>C 2; C3 K 2</td>
<td>Knowledge 4, 6, 7 Dispositions 1, 3 Skills 2</td>
</tr>
<tr>
<td>Be able to provide a safe classroom environment for optimal learning and students’ success.</td>
<td>F2 C4; C5; C7 G2,5 I 8, 11 K9</td>
<td>Knowledge 4, 6, 7 Dispositions 1, 2, 3 Skills 2</td>
</tr>
<tr>
<td>Seek student understanding and input for classroom procedures, rules, and consequences.</td>
<td>F2,7 C 6 G6 K11, 12</td>
<td>Knowledge 4, 6, 7 Disposition 1, 3</td>
</tr>
<tr>
<td>Be able to manage time and materials effectively to minimize distractions and disruptions in the classroom.</td>
<td>E1d C10; C11</td>
<td>Knowledge 4, 6, 7 Dispositions 1, 2, 3 Skills 2</td>
</tr>
<tr>
<td>Be able to develop behavioral management and discipline systems that are respectful of the students.</td>
<td>F7 C8; C9 G6 I 10 K11, 12</td>
<td>Knowledge 4, 6, 7 Dispositions 1, 3 Skills 2</td>
</tr>
</tbody>
</table>
XI. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/04/14</td>
<td>Different topics</td>
<td>C4; C5; C7, C8, C9</td>
<td>F2; F7 K9, K11, K12</td>
<td>K 4, 6, 7 D 1, 2, 3 S 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G2, 5, 6 I 8, 10, 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/02/14</td>
<td>Include all text chapters and course materials</td>
<td>C 2; C3 C4; C5; C6; C7; C8; C9 C10; C11 E1d F2, F7</td>
<td>G2, G5, G6 I 8, I 10, I 111 K 2 K9, K11, K12</td>
<td>Knowledge 4, 6, 7 Knowledge 4, 6, 7 Dispositions 1, 2, 3 Skills 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field –Lab Experience</td>
<td>A1, A2, A3</td>
<td>C1</td>
<td>K 4, 6, 7 D 1, 3</td>
</tr>
</tbody>
</table>

XII. Assignment Descriptions/ Assessment Criteria:

1) **TEACHER INTERVIEW:** As soon as you start your visits to the classroom, you should set up a date to interview the classroom teacher. The interview should focus on the organization and management of the classroom and also on management of students’ behavior. The interview should be transcribed in full. Do not forget to have the teacher sign a permission form, stating that the information will be used only for the purposes of this class. You should not identify the teacher or students by name in your paper. The interview should be semi-structured, that is, you will start with a prescribed set of questions (provided below) but can (and should) include questions of your own that you judge to be important for following up on the answers. Some possible interview questions are:

- How important do you think it is a vision or mission statement for a classroom management plan?
- What are your major priorities when planning the physical environment of your classroom? How does the age-group, school you work, and content areas you teach influence your priorities?
- How do you teach and address, in the first weeks of class, the main procedures of the classroom for your students? (classroom routines, etc.)
- How do you teach or transmit the classroom rules to your students in the beginning of the year?
- How do you manage transitions?
- What are some of the real or perceived threats that are a regular part of your students’ school experience?
- What are the effects of these threats on their learning? What do you do, as a teacher, to offset these threats?
- To what extent do you think you should discuss classroom rules with your students or simple state them? Why?
- How did you change procedures and behavior management approaches since your first started as a teacher?
- Describe the behavior management techniques that you use with your students.
- What do you do to promote a positive climate in your classroom?
- What do you think about including in the classroom curriculum the instruction of moral and social values? Do you think the students need it or would benefit from it? How would you do it?

After the interview is transcribed in full you will write a 2 page (1.5 space and 12 size) analysis of the interview. You will analyze it based on the readings, videos and discussions (relate the content of the interview with what we have been learning in class about classroom and behavior management- consult the textbooks).
The Teacher interview will be graded according to a rubric provided with this syllabus.

2) HOT TOPIC PAPER: You will choose a topic to research related to the topic of this class. You should use at least 3 academic references (academic journal articles and books) and no more than 2 internet references. You should write your paper in the APA style (see online the link to the APA manual). The paper should include a cover page, an abstract and a references page. The references should be cited in the body of the paper.
You will also prepare a power point presentation of your paper of about 20 minutes and present it to the class. At the end you will need to submit a 5 to 8 pages written paper with a stamp and signature of Writing center Tutors, present it to the class using power point, and provide useful hand-outs to your classmates (the hand out should contain your papers’ references in addition to any other resources). The paper and the presentation will be graded according to a rubric provided online. Below are some topic suggestions for your paper. If you want to research something different talk first with your instructor to see if that is appropriate.

Topics:
- Caring classroom environments
- School-family collaboration
- Student Motivation
- Positive Expectations
- Violence Prevention Programs
- Bullying
- Moral and Values Education
- Positive Peer Relations
- Use of rewards (positive reinforcement) in the classroom
- Child Guidance

* Since the grammar, the spelling, and the presentation parts of your paper are very important, you should make at least one visit to the NNMC Writing center. When you go there, take the rubric with you so they will know what the paper should look like and will be able to better help you. You should submit to the instructor the draft of your paper with the stamp of the writing center.

• It is expected that the student is prepared to present his/her power point in the assigned date. No late presentations will be accepted and the student will receive a grade of ZERO.
4) **DISCUSSIONS**: Almost every week you will be required to post a discussion about the chapter(s) you have read during that week. Your posting should consist of a short summary (2 or 3 paragraphs) of the chapter’s content. Personal and relevant comments about the chapters (1 or 2 paragraphs) and also a question about the content of the chapter. After posting, you are required to read 2 classmates’ postings and answer their questions. Discussions posted after their deadlines will receive a grade of ZERO (see deadlines on the blackboard calendar).

5) **COMPREHENSIVE CLASSROOM MANAGEMENT PLAN**: In this course you will develop a comprehensive classroom and behavior management plan with the following components:
   - Personal Vision and Mission for your effective Classroom
   - Establishing an effective/positive environment
     - Setting up the environment
     - Seating arrangement
     - Furniture arrangement
     - Organizing classroom space and supplies
   - Strategies you will use to establish a positive Socio-Emotional classroom Climate (peer and teacher relations in the classroom)
   - Your Classroom Rules
   - Classroom procedures you will use for each of these situations:
     - Going to the bathroom
     - Entering the classroom
     - Late arrival procedure
     - Hallway procedure
     - Morning entry
     - Dismissal
     - Cafeteria
     - Lavatory
     - Sharpening Pencils
     - Locker/Cubby access and use
     - Turning in work
     - Working in groups
     - Getting Materials
     - Asking a question
     - Getting teacher’s attention
     - Finishing work early
     - And whatever you can think of.
   - Methods you will use for managing transitions
   - Techniques for developing rapport and getting to know your students
   - Discipline Plan – Develop a classroom system for 1) Acknowledging appropriate/positive behaviors; and 2) Addressing inappropriate behaviors
   - Strategies you will use to communicate with students and parents.

Tips:
- Include a narrative and also a map showing the physical arrangement of your classroom.
- Classroom Rules: Include a maximum of 4 or 5 rules. Discuss how you are going to teach your students each rule and what things in the class will support the implementation of that rule.

6. **ED 311 - TIME LOG SHEET, CLASSROOM OBSERVATION JOURNAL, DISPOSITIONS CHECK LISTS and FIELD REFLECTIONS**: In the beginning of the semester you (the candidate) will be assigned a cooperating teacher, based on availability in the area and preference in terms of location and grade-level. You are expected to spend a minimum of
37.5 hours in field experience classrooms as documented in the time-log that is updated and regularly signed by the Cooperating Mentor Teacher at the end of each observation period. The time-log must be turned in at the end of the course with signatures to demonstrate that you spent at least 37.5 hours in the classroom.

In addition to have your Time log signed, you should also keep a journal of your observations in the classroom. As you observe you should pay attention to several things such as classroom discipline, classroom structure and procedures, routines, etc. Take notes of what you are observing and also reflect on that, making comments, relating what you are observing with what you have been learning in the ED 326 class. So, do not observe blindly. Do it with a critical and reflective mind. You will turn your journal in at the end of the semester for a grade. A rubric based on Marzano's criteria for effective teaching will be provided to you online to help you focus your observations and complete your Field Reflections.

In addition, you will turn in TWO typed field reflection papers. Those will the summaries of your observations as well an overall reflection about what you have been learning in the field. Each reflection paper will be based on some criteria of the Marzano's rubric. These observation papers will be kept by the Field Placemen Office (together with the Observation Log and Dispositions checklists) as evidences that you have completed this Practicum class.

A.) Required Professional Competency-Based Artifact - Comprehensive Classroom Management Plan

B.) Required Professional Competency-Based Artifact Rubric

### COMPREHENSIVE CLASSROOM MANAGEMENT PLAN

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>More than 6 spelling and/or grammatical errors</td>
<td>2 to 5 spelling and/or grammatical errors</td>
<td>Less than 2 spelling and/or grammatical errors</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensiveness</strong></td>
<td>The plan is incomplete and does not address several of the items (classroom rules, seating arrangement, discipline plan, etc.)</td>
<td>The plan is incomplete but addresses most of the items (classroom rules, seating arrangement, discipline plan, etc.)</td>
<td>The plan is complete.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Choices/items (classroom rules, seating arrangement, etc.)</td>
<td>Some choices/items (classroom rules, seating)</td>
<td>Choices/items (classroom rules, seating arrangement, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Revised July 3, 2014
discipline plan, etc) were not justified nor explained | arrangement, discipline plan, etc) were justified and explained | discipline plan, etc) were justified and explained why they were chosen

| Organization | The plan is confusing and disorganized | The Plan is somewhat confusing and disorganized | The plan is clear and organized |

| Knowledge Base | Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) does not reflect a good knowledge base in the area. | Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) reflect a reasonable knowledge base in the area. | Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) reflect a very good knowledge base in the area. |

| Total |

| XIII. | Internet sites or databases - Resources for the class can be found online on Blackboard in our ED326 and ED311 classes. |

| XIV. | Late Work: Your work is due on the date indicated on the syllabus. |

a) Discussions posted after the due dates will receive a grade of ZERO. No make up discussions will be accepted.

b) Late assignments can be either accepted or rejected on a case by case basis to the discretion of the instructor. In case the assignment is accepted, it will suffer a grade reduction also to the discretion of the instructor. Paper presentations are due on the date that they are previously assigned. Presentations will not be accepted on a later date.

| XV. | Students with Disabilities: Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities tp provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu |

Revised July 3, 2014
or by phone: (505) 747-2152. After your eligibility is determined, you will be
given a letter, which when presented to instructors, will help us know best
how to assist you.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to
circumstances beyond the student’s control. This means a serious illness or accident,
not poor planning. If a significant crisis prevents your timely completion of the
requirements of this course, please make an appointment with me. Once an Incomplete
is given, it is the STUDENT’S responsibility to complete the work according to the
parameters of the deadline. If you do not complete your work, the ‘I’ automatically
becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all
institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

GRADING SCALE FOR ED 326
1) Hot Topic Paper and presentation – 30%
3) Discussions – 30%
4) Classroom Management Plan – 30%
6) Annotated Bibliography – 10%

Assignments turned in later than the due date will suffer point deductions according to
the discretion of the instructor. Discussions posted late will not be accepted and will
receive a grade of ZERO.

GRADING SCALE FOR ED 311
1) Observation Journal /Reflections- 20%
2) Disposition checklists- 15%
3) Signed Time Log – 45%
4) Teacher interview – 20%

A+ 100%; A= 99-93%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C=
73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause
for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any
representation of another person’s work as one’s own without proper acknowledgment.
Examples include but are limited to 1) submitting as one’s work a paper which includes a
part copied from a book or article without identifying the quote selection and/or sources,
2) presenting an author’s ideas as though they were your own original ideas, or 3) using
work by another student with you name as the author.
When an instructor suspects a student of academic dishonesty, the instructor will bring it
to he student’s attention. If the problem is not resolved to the instructor’s satisfaction,
the incident will be reported to the department or program chairperson for follow-up
action.
XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING)- Using your cell phone during class is a sign of disrespect with your instructor and classmates. When entering the classroom, please turn off or put in vibrate mode your cell phone. If you need to take a call, please step outside the classroom to take it and return to class as soon as you can.

XXII. Complaints policy

The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted at the COE. The same process applies in case on harassment issues (see NNMC student handbook for how to handle harassment situations).
I. CREDIT HOURS: 3

II. SEMESTER TAUGHT: Fall 2014

III. COURSE TIME: Daily Online

IV. COURSE DESCRIPTION:
This course introduces you to the basics of the teaching profession. It includes societal expectations of teachers, social problems which impact students, essential knowledge needed for teaching, recent reforms in education, historical perspectives on education, the role of schools in today’s society, school governance, and the legal and ethical issues in education. You will be expected to participate in online activities and submit working using technology. Further, you will be expected to begin to articulate your philosophy of education.

V. NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS:

- Reflects on, analyzes, evaluates effects of choices/actions on others - students, parents, and other professionals in learning community, and will be able to use knowledge to improve learning process. (A-1)
- Is aware of need to actively seek out opportunities to grow professionally, including participation in professional organizations and development such as conferences, workshops, classes and research, and uses information to improve practices to become life-long learner. (A-2)
- Participates in process of researching educational issues and practices, applying them in classroom, and monitoring effects. (A-3)
- Understands educational decision-making process as advocate for children, school, district, and self. (A-4)
- Is aware of, and adheres to, state Professional Code of Ethics for Educators. (A-5)
- Demonstrates awareness of relevant legal requirements of teachers and schools. (A-6)
- Demonstrates awareness of local, state, and federal agencies and educational systems. (A-7)
- Provides a safe classroom environment where individual differences are respected. (C-4)
- Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (F-1)
- Is aware of the culture, history, and values of the community in which she/he teaches. (G-1)
- Understands, respects, and values central role that community and family play in learning process. (G-2)
- Understands that there must be reciprocal relationship between school and community. (G-3)
- Values and utilizes knowledge that all community members have something to contribute to classroom to assist educational process. (G-4)
- Recognizes that family and community can be used as teaching resources to enhance learning and children’s self value. (G-5)
- Communicates to parents and community members student progress, important events, and school activities. (G-6)
- Understands importance of inviting parents and community members to participate in
the classroom. (G-7)
- Conveys and demonstrates to students the importance of being an active part of the community. (G-8)

VI. REQUIRED TEXT:


VII. INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>COMMUNICATIONS:</th>
<th>OFFICE HOURS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christina Esquibel Ed.S.</td>
<td><a href="mailto:christinaesquibel@hotmail.com">christinaesquibel@hotmail.com</a></td>
<td>12:30-4:30 Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:30-4:30 Wednesday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online daily and by appointment</td>
</tr>
</tbody>
</table>

VIII. ATTENDANCE

Attendance is required for all class sessions. For online classes, attendance is weekly and active participation on or before discussion board posting due dates and submission of assignments on or before the assignment is due. If the student fails to post or submit assignments for two weeks, consecutive or otherwise, without an instructor approved excuse, this will constitute two missed class sessions and the student will fail the class.

IX. CLASS TOPICS AND ASSIGNMENTS

College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>Competency</th>
<th>Assignment &amp; Assignment Due Date</th>
<th>Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1; Week 1; Week 1</td>
<td>Introductions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2; Week 2</td>
<td>The Teaching Profession</td>
<td>A-2, A-3, A-4; G-1</td>
<td>Discussion Entry and Reflection &amp; Classroom Bill of Rights</td>
<td>D: 1, 2, 3</td>
</tr>
<tr>
<td>Module 3; Week 3</td>
<td>Learning to Teach</td>
<td>C-4</td>
<td>Discussion Entry and Reflection &amp; INTASC principles application paper</td>
<td>D: 1, 2, 3</td>
</tr>
<tr>
<td>Module 4; Week 4</td>
<td>Ideas &amp; Events Shaping Education</td>
<td>A-1; A-7</td>
<td>Discussion Entry and Reflection Personal Philosophy of Education</td>
<td>D: 1, 2, 3</td>
</tr>
<tr>
<td>Module 5; Week 5</td>
<td>Social Realities</td>
<td>A-7; G-4, G-5; G-6, G-7; G-8</td>
<td>Discussion Entry and Reflection Observation report</td>
<td>K: 7, 9</td>
</tr>
<tr>
<td>Module 6; Week 6</td>
<td>Ethical &amp; Legal Issues</td>
<td>A-5; A-6</td>
<td>Discussion Entry and Reflection Code of Ethics</td>
<td>D: 1, 2, 3</td>
</tr>
</tbody>
</table>
X. ASSIGNMENT DESCRIPTIONS/ GRADING CRITERIA

Class Scrapbook

One of the goals of Foundations of Education is to have students reflect upon and explore the meaning of learning and education. To this end, students are being asked to compile a “Scrapbook” of structured thoughts, ideas, opinions, and feelings related to the class topics. Two forms of course assignments meet this requirement:

• Journal Entries/Activating Events online
• Structured Assignments

Discussion Entries/Activating Event:

For this portion of the requirement, students are asked to reflect on and answer questions from the Becoming a Teacher text (for specific assignments, see the Foundation of Education Schedule). Students may reflect and answer these questions using a learning style that works for that individual student - narratives, poetry, collages, mind maps, paintings, photo essays, etc. The criteria for this assignment include:

• Answering the full question using the Becoming the Teacher text as a reference.
• Professionally presented.

A one-week grace period for submissions will be allowed, but after that, assignments will be considered late and late penalties (20% deduction per week) will be applied. Assignments will not be accepted after the 2nd week of the assignment due date.
Module Project:
In order to honor various learning styles, students can select one of two assignments for the modules when these assignments are due. A detailed description of the assignments can be found in the Class Projects section of the course. Assignments are due on the dates specified in the Foundations of Education Schedule online. A one-week grace period will be allowed, but after that, assignments will be considered late and late penalties will be applied.

The scrapbook is designed to honor the students’ learning styles and creativity. The major criteria are that it is professional presented and that covers the content specified in the individual assignment descriptions.

Each scrapbook entry (Journal entries and Structured Exercises are graded separately) is worth up to 5% of the final grade. Note: Students can make corrections and revisions based on the instructor feedback for their final presentation of the scrapbook.

Final Scrapbook Presentation and Course Reflection
Students will present the final version of their Scrapbook online during the last module of class. Assessment will occur both by (a) ongoing feedback by the instructor, and (b) the students’ peers in a discussion board fashion using the following criteria (a rubric will be distributed for the assessment):

The grading criteria for this project include:

- **Neatness & Professionalism** - clean, professionally presented in a labeled scrapbook that includes a title page, table of contents, and highlighted/labeled individual sections; easy to view and understand for the uninformed reader; and free of grammatical and spelling errors
- **Quality of Content** - the content demonstrates mastery and insights into the subject matter.
- **Creativity and Insight** - Materials demonstrate creativity and insight about self and course material.

Course Reflection & Grade Proposal
At the end of the semester you will submit a final course evaluation that will include:

- Learning: a description of no more than 2 pages single spaced of key areas of learning and the process by which your thinking shifted (or didn’t!) during the semester.
- Course Commitment: a statement about how well you met the criteria you established in your course contract.
- Grade: Based on the criteria in the syllabus, propose the grade you think you should receive and provide a rationale or explanation with concrete evidence and discussion.

The scrapbook presentation and course reflection are worth 10% of the final grade.

XI. GRADING SCALE:
Grading will be based on mandatory class meetings, online class attendance and acceptable completion of class assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Online Participation/Discussion Entries | Weekly | 30%
--- | --- | ---
Weekly Class Projects | Weekly | 12 x 20 (weighted Pts each) 60%
Course Reflection | Final Week | 10%

A = 90% to 100%  B = 80% to 89%  C = 70% to 79%  D = 60 to 69%  F=under 60%

XII. ASSESSING STUDENT COMPETENCIES:

XIII. LATE WORK
Your work is due on the date indicated on the syllabus. I will deduct 20% if you submit your assignment one week beyond the grace period. Assignments will not be accepted two weeks beyond the assignment due date. In case of an emergency, you may email your assignment. Each student is responsible for maintaining copies of all completed assignments. Because humans and computers are not error-proof, save often when writing papers, and once completed, save one copy to an external source and one as a hard copy.

XIV. SPECIAL NEEDS:
NNMCC is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second class meeting. The special needs liaison at NNMC may be reached to 747-2152

XV. INFORMED CONSENT:
Some students may choose to disclose personal information during class. Therefore, it is important that all classmates agree to keep the information discussed in class confidential.

XIV. INCOMPLETE POLICY:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is your responsibility to complete the work according to the parameters of the deadline. The college’s computer automatically changes an “I” to a “F” when the deadline passes.
Northern New Mexico College
College of Education
EDUCATION 450/452
Semester: Fall 2014

KNOWLEDGE PRINCIPLE 1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE 2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS 1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE 3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE 4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE 5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE 6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE 7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE 8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE 9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS 1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

Revised July 3, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: Hybrid online and face to face. Face to face meetings:
August 30th (1 to 2:30), October 4th (BA only – 9 to 12:30); November 15th, and December 6th (9 to 4pm)

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Rose Chiovitti-Cavalcante</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a></td>
<td>TU: 3-5 pm</td>
</tr>
<tr>
<td></td>
<td>747-5463</td>
<td>We 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TH: 2:30 to 4:30 pm</td>
</tr>
</tbody>
</table>

V. Required Text:

And

VI. Required Materials or Readings: Supplemental materials are provided online in blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Note that faculty will not communicate with you through your personal email.

VIII. Attendance:

Attendance is required for all class sessions. There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Course Description:

Revised July 3, 2014
NNMC COE envisions to educate professionals who possess a solid theoretical foundation in education. This foundation will allow future professionals in education to make sophisticated and informed decisions in the field. This course will help you, as a COE student, to develop this needed theoretical foundation and a critical view of various educational practices. In this course you will learn about or review some aspects related to the social, emotional, physical, and cognitive development of students and critically examine theories that enable teachers to become effective practitioners.

In addition, you will learn, understand, and start to use the foundation of different theories of education and learning to plan for instruction in the classroom. In addition, you will understand the role of regular education teachers in teaching students with special needs in the classroom, the main characteristics of the 13 disabilities covered under IDEA and strategies you can use to address those students needs in the classroom. This course is designed to develop:

- Inquiry-oriented teachers
- Life-long learners and teachers
- Self-reflective teachers
- Teachers who are familiar with theoretical knowledge
- Critical thinkers
- A community of learners who share thoughts and ideas both orally and in writing.

* BA Students!  
The ED 450 class is a NNMC Writing Intensive Course where BA students will develop and improve their writing skills to communicate within the fields of education. That means that BA students will have more writing assignments embedded into the course and additional face to face meetings as compared to their ALP peers.

X. Course Objectives:

The New Mexico Teacher Competencies for entry-level teachers addressed by this course are:
A: 2, 3, 8A, 8B, 8D,8H; B: 1, 2,3,4,6, 7; C: 3,5; 7 E: 2d; F: 1,2; G: 2; H: 2,3,4,8,9,11; I: 1,2,3;  
K: 2, 3, 9,14  
Areas of the COE Conceptual Framework addressed in this course are:  
Knowledge Principles: 1, 2,4,7, and 8  
Skills: 1  
Dispositions: 1,2, and 3

XI. Class Topics, NM Teacher Competencies and Assignments:  
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

Revised July 3, 2014
XII. Assignment Descriptions/Assessment Criteria:

1) Research paper

Directions
The context:
You are a special education expert that have been invited to teach a professional development seminar for regular education teachers in a public school district. The district is planning to implement the full inclusion of students with special needs next year and this professional development is intended to provide regular education teachers with information about the different disability categories under IDEA (The Individual with Disabilities Act) and the instructional strategies (accommodations and modifications) that teachers can use to address the needs of these students in the classroom.

- You will write a 12 page research paper, using APA style on one of the disabilities covered under the IDEA (Individuals’ with Disability Education Act).

To learn more about APA go Purdue University’s writing center website. There you will find, not only the guidelines to use APA style correctly in your paper, but also other materials and resources to help you with your writing. The site is [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/). The paper should include at least a cover page, a references page, and an abstract. The references should also be cited in the body of the paper following APA style.

In your paper you should address the following questions (do not write your paper in a question/answer format. Only use those questions to help you think critically about the topic as you write your paper).

1) What is this disability all about (its characteristics, signs, symptoms and associated behaviors)?
2) How is this disability expressed in the classroom (in terms of learning and social behaviors)?

3) What are the advantages and disadvantages of including these students in the regular classroom?

4) What can a regular education teacher (alone or in collaboration with a SPED teacher) do to address the needs of her students with this disability in the classroom/school?

- You will also prepare a power presentation of your paper and present it as it was a professional development workshop to teachers in a particular school district. In addition to the power point, you will bring relevant resources (in the form of handouts) that you have found on the topic and that will be useful for “the teachers” (your classmates) in the district. Among the resources/handouts, you should include a copy of your annotated bibliography and list of sites that you used to write your paper.

  ● Note that one section of your final paper will be a discussion of the pros and cons of inclusion. This section should have been worked already through your first assignment. For the paper you will only need to modify it to fit the narrative flow of your paper.

A power point with guidelines on how to prepare an effective power point presentation has been provided within the online course as a resource for you. Consult it to ensure that you will have a successful presentation. Also, consult the rubric provided to ensure you are meeting the grading expectations.

You will submit to the instructor:

  a) An APA style paper on the topic chosen (you can submit a hard copy or you can submit it online. If you choose to submit it online, please attach your paper rather than cutting and pasting it on blackboard. This will prevent your paper from losing its formatting.

  b) BA students will be required to submit a rough draft of their papers stamped by the Writing Center (writing center tutors should check your paper for both APA style problems as well as grammar problems).

  c) Power point presentation with useful handouts for classmates (in addition to other materials, the handout should include the citations on your paper).

   The paper and the presentation will be graded according to a rubric provided in your online course.

2) Assignment 1- Pros and Cons of Inclusion
   This first assignment is designed to help you to reflect on the different positions held by researchers on the topic of inclusion. You will conduct a literature review establishing a controversy.
   Directions:
Context: You are a special education director in a district trying to decide if you will recommend to the district’s superintendent the full inclusion of students with special needs next school year. With that in mind, you are trying to address the following: “What does research say about the pros and cons of inclusion?” I have posted on our course website a list of articles in favor of inclusion and a list of articles against inclusion. Read at least two articles from each list and then write a 3 page paper (which will later will be slightly modified to be used as a section of your final research paper) establishing this controversy through a summary of the opposing views (Note: You are not being asked to have or develop your own thesis – just summarize the controversy and write a conclusion based on what you have read).

3) Assignment 2 (for BA students only) – Annotated Bibliography
Using NNMC research databases and research engines, conduct a literature review on the topic of your disability. Find at least 6 academic sources (journal articles and books) for your annotated bibliography. Remember that it takes some time for the NNMC library to acquire journal articles and books through interlibrary loan, so start this assignment preferably in your first week of class. For each article or book chapter you use, you should provide the title and the authors, a summary of the content and main points. You should also discuss how do you think the information provided by the article will contribute to your paper and in what section of the paper you are planning to use it (when discussion the characteristics of the disability, when discussion interventions, etc.). Each summary should have about 200 to 250 words.

4) Assignment 3 – MI Reflection I (for BA students only)
Write a 3 to 4 pages reflection addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)

- What was my first reaction to the assignment of writing a lesson plan and presenting a lesson based on one of Garner’s Multiple Intelligence?
- What am I excited about it? What are the difficulties I expect to have with this assignment?
- As a read chapters 1 and 2 of the Armstrong book, what were the results of my MI inventory? Was it a surprise?
- How did this activity started me thinking about the MI lesson and lesson plan?

5) Assignment 4 – MI Reflection II
Write a 3 to 4 pages reflection addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)

- As I read chapters 3, 5 and 6 of the Armstrong book and deepened my knowledge about how to adapt curriculum and teaching strategies to students based on different MIs, what ideas are coming to my mind about how I can
use the (fill in the blank with the intelligence you chose for your MI lesson) intelligence in my lesson?
- What will the topic of my lesson be? Why did I choose this topic?
- What has been my thought process (describe the steps) to arrive at the final format for my lesson?
- What’s my rational/explanation for using the materials and strategies I chose? Why do I think those materials and strategies will be appropriate for the students in my class who have the (fill in the blank with the intelligence you chose for your MI lesson) intelligence?
- How and why do I expect my lesson to be able to teach and motivate a student with a developed (fill in the blank with the intelligence you chose for your MI lesson) intelligence? How do I expect my lesson to affect a student who does NOT have this intelligence developed?

6) Multiple Intelligence” Lesson
Individually or in groups of 2 students you will write a lesson Plan in any topic and for any age group (5 to 18) you choose. The lesson will be written having in mind one particular kind of Gardner's Intelligences. So, you may choose, for example, to write and teach a lesson on geometric shapes, for first grade students and emphasizing the musical intelligence. In your lesson plan you should specify the activities you will use, the materials you will need, etc. and the type of intelligence you are addressing (use lesson plan template provided in the online course). You will teach this lesson to the class. So you should bring the appropriate materials to teach it. Your lesson should not be longer than 20 minutes and you should teach it as you would teach the grade for which the lesson is for. * You will not talk ABOUT your lesson but will actually teach the lesson.

7) Weekly On-Line Discussions
Each week you will read a certain number of assigned chapters in your textbooks and will answer the “questions of the week”. You will post our answers on the online discussion board using a minimum of 150 words for each question. You must then read and respond to at least 2 other students’ postings, offering evidence that either supports or challenges the other students’ interpretations/positions. Your answers should contain at least 80 words each. In your postings and answers, you should follow the “online discussion guidelines” provided.

A.) Required Professional Competency-Based Artifact

Research Paper and Multiple Intelligence Lesson

Field Lab Experiences: Not Applicable

B.) Required Professional Competency-Based Artifact Rubric

Revised July 3, 2014
## Multiple Intelligence Lesson - Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No Credit (0)</th>
<th>Meets Standards (1)</th>
<th>Exceeds Standards (2)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Standards</strong></td>
<td>Content standards are not addressed or do not align to the activities of the lesson.</td>
<td>Lesson plan demonstrates knowledge of state standards.</td>
<td>Lesson plan shows knowledge of state standards and aligns those standards to teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Goals are not included or do not align with the objectives and content of the lesson.</td>
<td>Lesson plan describes and aligns goals to state standards, objectives or content of the lesson.</td>
<td>Lesson plan describes and aligns goals to the state standards, objectives and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Objectives are not included or do not align with the goals or content of the lesson.</td>
<td>Lesson plan lists objectives and aligns objectives to the state standards, goals or content of the lesson.</td>
<td>Lesson plan lists objectives. Objectives are aligned to the teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Materials necessary to teach the lesson are not included.</td>
<td>Most of the materials required to teach the lesson are included in the lesson plan.</td>
<td>All materials required to teach the lesson are included in the lesson plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Strategies</strong></td>
<td>Teaching strategies are not described or included in the lesson plan or are not coherent with the type of intelligences it is attempting to address.</td>
<td>Teaching strategies are described in sufficient detail and are somewhat coherent with the target intelligences.</td>
<td>Teaching strategies are described in sufficient detail and include question prompts and/or teaching resources such as graphic organizers, teacher script, etc. that are coherent with the target intelligences.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessments are omitted or are not aligned to the goals, objectives, and target intelligence.</td>
<td>Lesson plan includes appropriate assessments of student learning and are somewhat coherent with the target intelligences.</td>
<td>Lesson plan includes multiple assessments of student learning that are coherent to the target intelligences.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Content of the lesson demonstrates a lack of understanding of the content area.</td>
<td>Content of the lesson indicates understanding of the content area.</td>
<td>Content of the lesson indicates that the candidate understands instructional goals and strategies and the content area.</td>
<td></td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>Lesson lacks consideration for students’ diversity.</td>
<td>Lesson connects instruction with students’ lives, interests and instructional needs.</td>
<td>Lesson plan clearly and explicitly connects to students’ lives, interests and instructional needs.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON PRESENTATION</strong></td>
<td></td>
<td></td>
<td></td>
<td>Semi-Total =</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>The instructional techniques used are not consistent with the type of intelligence it attempts to address.</td>
<td>Most of the instructional techniques used are consistent with the target intelligence.</td>
<td>The instructional techniques used are consistent with the target intelligence.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>The materials used by the teacher for the lesson are neither interesting nor</td>
<td>The majority of the materials used by the teacher for the lesson are interesting/motivating and</td>
<td>The materials used by the teacher for the lesson are interesting and motivating for the</td>
<td></td>
</tr>
</tbody>
</table>
consistent with the target intelligence. | consistent with the target intelligence. | students and consistent with the target intelligence. |

| Semi Total = | Total = |

### Research Paper and Power Point Presentation – Rubric

<table>
<thead>
<tr>
<th>Paper</th>
<th>Excellent – 3 points</th>
<th>Competent -2 points</th>
<th>Needs Improvement-1 point</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Content</td>
<td>Student demonstrates depth and sound knowledge of content. Strategies presented are relevant and applicable to regular classrooms. The student has researched relevant sources of information.</td>
<td>Student demonstrates reasonable knowledge of content. Strategies presented are somewhat useful and relevant to be applied in regular classrooms. The sources of information are somewhat reliable.</td>
<td>Student does not demonstrate much knowledge about the topic. Strategies presented are not relevant or appropriate for use in regular classrooms. The information sources are not reliable.</td>
<td></td>
</tr>
<tr>
<td>Organization/Writing</td>
<td>The paper is well written and organized. It contains appropriate citations and references to academic sources (using APA style). It has a bibliography page. It is typed in double space. The sentences are coherent and grammatically correct.</td>
<td>The paper is reasonably well written and organized. It contains some appropriate citations and references. It has a bibliography page (APA style). Most sentences are coherent and grammatically correct.</td>
<td>The paper is not well written or organized. It does not contain appropriate citations and references. It either does not have a bibliography page or has an incomplete one. It presents many grammatical errors.</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>No spelling errors.</td>
<td>A few spelling errors.</td>
<td>Several/many spelling errors.</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Excellent – 3 points</td>
<td>Competent – 2 points</td>
<td>Needs improvement – 1 point</td>
<td>Total</td>
</tr>
<tr>
<td>Knowledge/Content</td>
<td>The student demonstrated sound knowledge of content being presented.</td>
<td>The students demonstrated reasonable knowledge of content being presented.</td>
<td>Students do not demonstrate much knowledge or little knowledge of content being presented.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>The presentation is well organized, presented in a coherent sequence. The student brings hand-outs with relevant/helpful information for his/her classmates.</td>
<td>The presentation is reasonably organized. The sequence/flow of the presentation is coherent. The student brings handouts to his/her classmates and the content is somewhat helpful or relevant.</td>
<td>The presentation is not well organized. It is hard to follow. The student does not bring handouts to classmates or brings hand outs with non relevant/not helpful content.</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>The student use visual aids to his/her presentation which are well done and suited that what is being presented. The student is articulate and does not rush through the presentation.</td>
<td>The student uses visual aids that are reasonably done and somewhat suited to the purpose of the presentation. The student is articulate most of the time but rushes a little.</td>
<td>The student does not use visual aids or use inappropriate ones. The student is not articulate and tends either to rush through the presentation or talk too much, focusing on irrelevant issues</td>
<td></td>
</tr>
</tbody>
</table>

Total =
XIII. Internet sites or databases

XIV. Late Work:
Your work is due on the date indicated on the syllabus.

a) Discussions posted after the due dates will receive a grade of ZERO. No make up discussions will be accepted.

b) Late assignments can be either accepted or rejected on a case by case basis to the discretion of the instructor. In case the assignment is accepted, it will suffer a grade reduction also to the discretion of the instructor.

XV. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Accessibility Resource liaison at NNMC is Verna Trujillo, 505-747-2152 or v.trujillo@nnmc.edu.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

Grades will be distributed as follows:

BA students:

1) Weekly on line discussions - 20%
2) Final Research paper and power point presentation – 20%
3) MI Lesson and presentation – 20%
4) Assignment 1 – pros and cons of inclusion – 10%
5) Assignment 2- Annotated bibliography- 10%
6) Assignment 3- MI lesson -reflection I – 10%
7) Assignment 4- MI lesson reflection II – 10%
ALP students:

1) Weekly online discussions - 30%
2) Final Research paper and PowerPoint presentation – 25%
3) MI Lesson and presentation – 25%
4) Assignment 1 – pros and cons of inclusion – 10%
5) Assignment 4- MI lesson reflection II – 10%

A+ = 100%; A = 93-99%; A- = 90-92%; B+ = 86-89%; B = 83-85%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = below 60%

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources; 2) presenting an author’s ideas as though they were your own original ideas; or 3) using work by another student with you name as the author.
When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department (COE Committee) or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. Online discussions guidelines
The online discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content.
Online discussions should be a learning experience for all students. Postings and replies should be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard email and not posted on the discussion board.

XXII. Complaints policy
The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest
authority is not well accepted at the COE. The same process applies in case on harassment issues (see student handbook for how to handle harassment situations).
Northern New Mexico College
College of Education
EDUCATION ED460
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall

III. Course Time and Place: Scheduled Fridays 4:30-6:00  TEC Room 109 and NNMC Blackboard

IV. Instructor Information: Esquibel 505-747-2242

| Instructor: Christina Esquibel | Communication Information: Christina@nnmc.edu | Office Hours: Tuesday: 12:30-4:30 Wed: 3:30-4:30 |


Selected Articles: The articles sites are linked via Northern New Mexico College Online.

VI. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VII. Attendance: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Revised August 15, 2014
Catalog Course Description:

**Approved Catalog Description:**

This course provides you with an overview of literacy and language development, and focuses on the development and implementation of an integrated curriculum approach at the elementary level. You will see how the emphasis of the integration of state standards.

**Additional Course Description:**

Emphasis will be placed on critical elements in literacy development cited in the National Reading Panel. Because the course integrates strategies for teaching reading and writing across the curriculum, the elements most emphasized will include decoding strategies, fluency, vocabulary development and comprehension. Organizational procedures for instructional delivery through a word analysis, reading, and writing framework will be explored.

**VIII. Course Objectives:**

**NEW MEXICO COMPETENCIES FOR ENTRY LEVEL TEACHERS:**

**Level J Competencies-Knowledge of Content**

1. Foundations of Reading Assessment

   - The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

2. Methods of instruction:

   - the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:

     II. oral language;
III. phonemic awareness;

IV. phonics;

V. vocabulary;

VI. comprehension;

VII. writing skills.

3. Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:

   a. the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom.

   b. evaluation of text for quality, cultural, and linguistic appropriateness;

   c. connecting identified needs of students based on data with appropriate research-based resources and material;

   d. creation of opportunities for students to consider, respond to and discuss spoken and written materials;

   e. the use of a variety of reading materials including non-fiction, technological media, stories, poems, biographies, texts from various subject areas.

Objectives

Students will:

1) Describe the basic approaches and supporting theories of teaching reading and writing in the content areas.

2) Explore various strategies to increase vocabulary and comprehension development.

3) Identify strategies that promote critical thinking and deep understanding.

4) Use varied instructional groupings to prompt effective interactions among students in order to maximize learning in the content areas.

Revised August 15, 2014
5) State the cognitive and text-based factors that influence reading comprehension.

6) Investigate the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning.

7) Understand lesson planning and instructional strategies that incorporate language across the curriculum.

8) Know various assessment procedures that gather information about a student’s understanding or reading and writing in the content areas.

9) Understand the rationale supporting the necessity of collegial relationships and a reflective teaching practice.

IX. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

The weekly course schedule and learning modules can be found within the online learning environment. The following table illustrates the pattern for the online course requirements.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Initial Discussion Begins</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Discussion Due by 11:59</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Initial Discussion Begins</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Final Discussions Begin</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>Final Discussion Due by 11:59 p.m.</td>
</tr>
<tr>
<td>Module Assignments</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>Module Assignments Due by 11:59 p.m.</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
X. Assignment Descriptions/ Assessment Criteria:

Assignments:
You will be required to complete assignments related to each module we study. These assignments may include lesson planning for word study, reading and writing across the curriculum. Each assignment or lesson plan is worth 25 weighted points. Collectively, the assignments are worth 60% of your final grade. Lesson plan content, grading criteria, grading rubric and a lesson plan template are provided on the NNMC Online course file. Assignments are due on Sundays by 11:59 p.m.

Class Discussions: You are to submit six discussion board postings per module. Collectively, module discussion board postings are worth 30% of your grade. Discussion board criteria are provided on the NNMC Online course content. Each module contains initial discussion prompts and final discussion prompts. Initial discussion prompts are due on Wednesdays by 11:59 p.m. and final discussion prompts are due on Sundays.

Class Projects: This assignment requires the student to apply what you are studying in a simulated classroom situation. Three modules require taking the strategies studied and developing them fully (methods and materials to teach the strategy). Then you will role play teaching these strategies to your peers in our class. These assignments will be presented during our on campus course sessions.

More on the Regarding Discussion Board Requirements

Initial Discussions and Final Discussions
An important aspect of this class is the discussion board. The goal of the discussion board is to participate in professional and meaningful dialogue and reflection based upon the course topics.

Overview, Criteria & Maximum Points Possible:

Initial Discussion: You must post at least one response to the initial discussion prompt/question and respond to at least two other student's activating event posting each week. The initial discussion is due on Wednesdays at 11:59 p.m.
Final Discussion: You must post at least one response to the final discussion prompt/question and respond to at least two other students' posting. The Final discussion is due on Sundays @ 11:59 p.m.

During the final week of the course, you will use the discussion board grading rubric to self-assess your discussion board participation. The instructor reserves the right to add or subtract points to your self-assessment base upon her evaluation of your discussion board participation.

The value of this discussion board activity will help you to refine your understanding of the topic. Therefore your discussion board postings should reflect your thinking in the form of responding to the prompt in such a way that your response demonstrates thoughtfulness, insight and other relevant questions in regards to the unit question or prompt.

Discussion Postings: High Quality Thoughtful responses of at least 4-sentence paragraphs • Rule of thumb: Keep the response to 1-2 screens. (A screen is what pops up when you click on a posting.) Thoughtful responses include: • Responses that reflect analysis of others’ postings • Responses that synthesize or summarize other’s postings • Responses that evoke academic debate • Responses that provide external references and resources • Responses that provide an opinion. (Remember to provide evidence in the form of a reference or source to back up your opinion.) • Responses that provide personal relevant experiences. • Responses that include questions to: Draw out further explanation from others in the course Engage in a professional debate Avoid in your responses: • One sentence responses that say something like “I agree with you!”, “Good job.” Etc. It is okay to start with these type of comments, but do continue with thoughtful comments.

XI. Internet sites or databases: You will be linked to online resources as we cover each online module.

XII. Late Work:
Your work is due on the date indicated on the syllabus.

XIII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In
according with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVI. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% or Below 59%</td>
</tr>
</tbody>
</table>

XVII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Revised August 15, 2014
XVIII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. **Fairness**
2. **A belief that all students can learn**
3. **Ethical Behavior**

SKILLS
1. **Utilization of technology-based tools to support student learning**
2. **Utilization of Planning and Assessment tools**

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall

III. Course Time and Place: TEC Room 109 9:00-5:00 Aug 23, Sept 6, Sep 13, Sept 27 and Oct. 11 & Online via Blackboard

IV. Instructor Information: Esquibel 505-747-2242

| Instructor: Christina Esquibel | Communication Information: Christina@nnmc.edu | Office Hours: TBA |

V. Required Text: Teaching Reading in the Content Areas: If not me, then who? By Urquohart et.al. 3rd Edition. ISBN: 978-1-4166-1421-0

VI. Required Materials or Readings: Online readings linked via Blackboard

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Revised August 15, 2014
IX. Catalog Course Description: Provides an overview of literacy and language development, and focuses on the development and implementation of an integrated curriculum approach at the secondary level. You will explore and practice alternative reading assessments which focus on teaching strategies incorporating National Core Reading and Content Area Standards into your content area classroom.

X. Course Objectives:
   a. Explore research-based best practices for teaching reading in the content area.
   b. Explore intervention strategies for improving reading in all content areas.
   c. Gain an understanding of instructional planning and decision making necessary for effectively teaching reading in the content areas.
   d. Consider Common Core Content Areas Standards, the curriculum, the objectives, the nature and needs of students, and the teacher’s teaching style as they interact in the context of the content area classroom.
   e. Examine the three interactive elements of reading: what the reader brings to the situation, the learning context that defines the task, and the characteristics of the written text.
   f. Discuss the role of metacognition and reading to learn, reflective questioning, discussion, and reflective conversation practices in content area thinking and learning.
   g. Explain how text structure, text organization, text genre relate to the growth of critical literacy skills, strategies, and practices among students as they interact with content area content.
   h. Explore the role of the teaching technical and content specific vocabulary and concepts before, during and after reading the texts in content area classrooms.
   i. Explain how students’ prior knowledge with content intersects with the text.
   j. Design and implement lesson plans that integrate teaching reading in the content area learning strategies.
   k. Integrate formal and informal assessments into content area teaching.

XI. Class Topics, NM Teacher Competencies and Assignments: NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Introductions Aug 23 9:30-10:30</td>
<td>None</td>
<td>B2</td>
<td>Course Discussion Due: Aug 23</td>
<td>K1-9 D1-3</td>
</tr>
<tr>
<td>Module 2: What is Literacy Aug 23: 11:00-12:30</td>
<td>Introduction</td>
<td>B2</td>
<td>J1-14</td>
<td>Readings, Discussion and Debate Due: Aug 23</td>
</tr>
<tr>
<td>Module 3: Strategic Reading on Campus and online</td>
<td>Introduction</td>
<td>B2</td>
<td>J1-14</td>
<td>Readings, Discussion, Online Initial Posting and Response to the Posting of Two Other Students Due: Aug 24</td>
</tr>
<tr>
<td>Module 4: Text Features Sept. Sept 6</td>
<td>Chapter 1</td>
<td>B2, 4, 5, 8, 9, 12, 13, 14</td>
<td>J2-5</td>
<td>Readings, Discussion, Lesson Plan Due: Sept 6</td>
</tr>
<tr>
<td>Module 5: Vocabulary Sept. 6</td>
<td>Chapter 1</td>
<td>B2, 4, 5, 8, 9, 12, 13, 14</td>
<td>J2-5</td>
<td>Reading, Discussion, Lesson Plan Due: Sept 7</td>
</tr>
<tr>
<td>Module 6: Integrating Children’s Literature Online</td>
<td>Online Readings</td>
<td>B4,5, 8, 9, 12, 13, 14</td>
<td>J2-5</td>
<td>Readings, Children’s Literature Book List with Suggestions for Integrating that Content Into your Content Area, Discussion, Lesson Plan Due: Sept 14</td>
</tr>
<tr>
<td>Module 7: Integrating Music Online</td>
<td>Online Readings</td>
<td>B4,5, 8, 9, 12, 13, 14</td>
<td>J2-5</td>
<td>Readings, Discussion, Lesson Plan Due: Sept 21</td>
</tr>
<tr>
<td>Module 8/9: Graphic</td>
<td>Chapter 2</td>
<td>B4,5, 8, 9</td>
<td>J2-14</td>
<td>Readings, Graphic Organizer List with</td>
</tr>
</tbody>
</table>
Organizers  
Sept 27  

<table>
<thead>
<tr>
<th>Module 10/11: More Reading Strategies Sept. 27</th>
<th>Chapter 3</th>
<th>B4,5, 8, 9, 12, 13, 14</th>
<th>J2-14</th>
<th>Readings, Reading Strategies List with Description and Suggestions for Integrating Into your Content Area, Discussions, Lesson Plan Due: Sept 27</th>
<th>S1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 12: Information Literacy Oct. 5</td>
<td>Online Readings</td>
<td>B4,5</td>
<td>J1-5</td>
<td>Readings, Discussion Due: Oct. 5</td>
<td>K1-5 D1-3 S1-2</td>
</tr>
<tr>
<td>Module 13: Information Literacy_Lesson Planning Oct. 11</td>
<td>Online Readings</td>
<td>B4,5, 7</td>
<td>J1-5</td>
<td>Lesson Plan Due: Oct. 11</td>
<td>K1-5 D1-3 S1-2</td>
</tr>
<tr>
<td>Module 14: Putting It all Together Oct. 11</td>
<td>Online Readings</td>
<td>B4,5</td>
<td>J1-14</td>
<td>Lesson Presentation/Reflection Posting Due Oct. 11 and Oct. 12</td>
<td>K1-5 D1-3 S1-2</td>
</tr>
<tr>
<td>Module 15: Field Based Experiences Between Aug. 23 and Oct. 11</td>
<td>B2, 4, 5, 6, 7,</td>
<td>J1-14</td>
<td>Field Experience Log, Field Experience Disposition Checklist Due: Oct. 11</td>
<td>K1-5 D1-3 S1-2</td>
<td></td>
</tr>
</tbody>
</table>

XII. Assignment Descriptions/Assessment Criteria:
Lesson Plan: Using the NNMC Lesson Planning Template, Develop Lesson Plans Integrating Strategies Reflective of Each Module’s Content. The NNMC Rubric Will be Used to Grade Your Lesson Plan Submissions.

Lesson Presentation: On the final day of class, you will have approximately 30 minutes to present a lesson of your choice. Your presentation should be summary of how you would teach the lesson with examples and how you would integrate common core
standards into that lesson along with a description of your method for assessing your students’ mastery of objectives.

Strategies List: Include 10 books for strategies, describe them and describe how you’d integrate them into your content area.

Field Experience Log: Submit the NNMC (complete) field experience log on the final days of class.

Dispositions Checklists: Submit the disposition checklist requirements on the final day of class.

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:

Professional Competency-Based Collection of Artifacts*:
Seven (7) Common Core Aligned Strategies Lesson Plans (5 pts each) 35%
One (1) Half Hour Formal Lesson Plan Presentation (20 pts) 20%
Field Lab Experience Log Sheet (20 pts) 20%
Classroom Disposition Checklist (Faculty) (5pts) 5%
Field Placement Disposition Checklist (Mentor) (5pts) 5%
Self-Assessment Disposition Checklist (5pts) 5%
Additional Artifact(s): Children’s Lit. List, Graphic Organizer List and Strategies List (5 pts each) 15%

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264;
ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED)
SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

NNMC Lesson Plan Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIII. Internet sites or databases

XIV. Late Work:
Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

Revised August 15, 2014
XV.  **Students with Disabilities:**
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI.  **NNMC Incomplete Policy:**
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII.  **Personal Responsibility:**
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII.  **Grading Scale:**
Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading (example):
- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.
If you are going to use that in your grading be sure the grading scale reflects that grading system.

XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
EDUCATION ED464
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and.

4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall

III. Course Time and Place: Scheduled Fridays 4:30-6:00  TEC Room 109 and NNMC Blackboard

IV. Instructor Information: Esquibel 505-747-2242

| Instructor: Christina Esquibel | Communication Information: Christina@nnmc.edu | Office Hours: Tuesday: 12:30-4:30 Wed: 3:30-4:30 |


Selected Articles: The articles sites are linked via Northern New Mexico College Online.

VI. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VII. Attendance: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
Catalog Course Description:

**Approved Catalog Description:**

This course provides you with an overview of literacy and language development, and focuses on the development and implementation of an integrated curriculum approach at the elementary level. You will see how the emphasis of the integration of state standards.

**Additional Course Description:**

Emphasis will be placed on critical elements in literacy development cited in the National Reading Panel. Because the course integrates strategies for teaching reading and writing across the curriculum, the elements most emphasized will include decoding strategies, fluency, vocabulary development and comprehension. Organizational procedures for instructional delivery through a word analysis, reading, and writing framework will be explored.

VIII. Course Objectives:

**NEW MEXICO COMPETENCIES FOR ENTRY LEVEL TEACHERS:**

Level J Competencies-Knowledge of Content

1. Foundations of Reading Assessment
   - The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

2. Methods of instruction:
   - the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
     
     II. oral language;
III. phonemic awareness;
IV. phonics;
V. vocabulary;
VI. comprehension;
VII. writing skills.

3. Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:

   a. the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom.

   b. evaluation of text for quality, cultural, and linguistic appropriateness;

   c. connecting identified needs of students based on data with appropriate research-based resources and material;

   d. creation of opportunities for students to consider, respond to and discuss spoken and written materials;

   e. the use of a variety of reading materials including non-fiction, technological media, stories, poems, biographies, texts from various subject areas.

Objectives

Students will:

1) Describe the basic approaches and supporting theories of teaching reading and writing in the content areas.

2) Explore various strategies to increase vocabulary and comprehension development.

3) Identify strategies that promote critical thinking and deep understanding.

4) Use varied instructional groupings to prompt effective interactions among students in order to maximize learning in the content areas.
5) State the cognitive and text-based factors that influence reading comprehension.

6) Investigate the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning.

7) Understand lesson planning and instructional strategies that incorporate language across the curriculum.

8) Know various assessment procedures that gather information about a student’s understanding or reading and writing in the content areas.

9) Understand the rationale supporting the necessity of collegial relationships and a reflective teaching practice.

IX. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

The weekly course schedule and learning modules can be found within the online learning environment. The following table illustrates the pattern for the online course requirements.

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<tbody>
<tr>
<td>Module Initial Discussion Begins</td>
<td>X</td>
<td>Initial Discussion Due by 11:59</td>
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<td></td>
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<td></td>
<td>Module Final Discussions Begin</td>
<td>X</td>
<td>X</td>
<td>Final Discussion Due by 11:59 p.m.</td>
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<tr>
<td></td>
<td></td>
<td>Module Assignments</td>
<td>X</td>
<td>X</td>
<td>Module Assignments Due by 11:59 p.m.</td>
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</tbody>
</table>
X. Assignment Descriptions/ Assessment Criteria:

**Assignments:**

You will be required to complete assignments related to each module we study. These assignments may include lesson planning for word study, reading and writing across the curriculum. Each assignment or lesson plan is worth 25 weighted points. Collectively, the assignments are worth 60% of your final grade. Lesson plan content, grading criteria, grading rubric and a lesson plan template are provided on the NNMC Online course file. Assignments are due on Sundays by 11:59 p.m.

**Class Discussions:** You are to submit six discussion board postings per module. Collectively, module discussion board postings are worth 30% of your grade. Discussion board criteria are provided on the NNMC Online course content. Each module contains initial discussion prompts and final discussion prompts. Initial discussion prompts are due on Wednesdays by 11:59 p.m. and final discussion prompts are due on Sundays.

**Class Projects:** This assignment requires the student to apply what you are studying in a simulated classroom situation. Three modules require taking the strategies studied and developing them fully (methods and materials to teach the strategy). Then you will role play teaching these strategies to your peers in our class. These assignments will be presented during our on campus course sessions.

**More on the Regarding Discussion Board Requirements**

**Initial Discussions and Final Discussions**

An important aspect of this class is the discussion board. The goal of the discussion board is to participate in professional and meaningful dialogue and reflection based upon the course topics.

**Overview, Criteria & Maximum Points Possible:**

Initial Discussion: You must post at least one response to the initial discussion prompt/question and respond to at least two other student's activating event posting each week. The initial discussion is due on Wednesdays at 11:59 p.m.
Final Discussion: You must post at least one response to the final discussion prompt/question and respond to at least two other students' posting. The Final discussion is due on Sundays @ 11:59 p.m.

During the final week of the course, you will use the discussion board grading rubric to self-assess your discussion board participation. The instructor reserves the right to add or subtract points to your self-assessment base upon her evaluation of your discussion board participation.

The value of this discussion board activity will help you to refine your understanding of the topic. Therefore your discussion board postings should reflect your thinking in the form of responding to the prompt in such a way that your response demonstrates thoughtfulness, insight and other relevant questions in regards to the unit question or prompt.

Discussion Postings: High Quality Thoughtful responses of at least 4-sentence paragraphs • Rule of thumb: Keep the response to 1-2 screens. (A screen is what pops up when you click on a posting.) Thoughtful responses include: • Responses that reflect analysis of others' postings • Responses that synthesize or summarize other’s postings • Responses that evoke academic debate • Responses that provide external references and resources • Responses that provide an opinion. (Remember to provide evidence in the form of a reference or source to back up your opinion.) • Responses that provide personal relevant experiences. • Responses that include questions to: Draw out further explanation from others in the course Engage in a professional debate Avoid in your responses: • One sentence responses that say something like “I agree with you!”, “Good job.” Etc. It is okay to start with these type of comments, but do continue with thoughtful comments.

XI. Internet sites or databases: You will be linked to online resources as we cover each online module.

XII. Late Work:
Your work is due on the date indicated on the syllabus.

XIII. Students with Disabilities:
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accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

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XV. Personal Responsibility:
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XVI. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
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Revised August 15, 2014
XVIII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College  
College of Education  
Semester: Fall 2014

KNOWLEDGE PRINCIPLE 1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE 2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE 3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and...

KNOWLEDGE PRINCIPLE 4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE 5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE 6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE 7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE 8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE 9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS 1. Fairness 2. A belief that all students can learn 3. Ethical Behavior

SKILLS 1. Utilization of technology-based tools to support student learning 2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: see catalog

II. Semester: Fall 2014

III. Course Time and Place: TEC 107 4:30 – 7:00

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kristy L. Pruitt (EdD) Coordinator, Field Experience and Placement Assistant Professor of Education</td>
<td>Teacher Education Center, TEC 204 505.747.5462 <a href="mailto:kristy.pruitt@nnmc.edu">kristy.pruitt@nnmc.edu</a></td>
<td>M-F 9:00 – 5:00* *please contact prior to visiting due to field observations</td>
</tr>
</tbody>
</table>

V. Required Text: None

VI. Required Materials or Readings: *Competency-Based Collection of Artifacts*

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Student teacher candidates are permitted **no more than five absences** during the student teaching experience. Failure to comply with this requirement may result in a failing grade and the need to repeat the entire student teaching experience. Student teaching candidates are required to notify the mentor teacher, the principal’s office, and the college supervisor of the absence prior to the absence.

Student teacher candidates must submit a completed time log form signed by the mentor teacher on the last meeting date of the lab course. Failure to complete the required hours will result in a failing grade.

Revised August 15, 2014
IX. **Catalog Course Description:**
This course provides an interaction with other students in the secondary field-experience setting. Guided discussions address classroom management, student learning, lesson plans, discipline, school/home communication, and professional development. Additional areas include professional issues and ethics and portfolio preparation.

X. **Course Objectives:**
- **Competency-Based Collection of Artifacts/Portfolio:** This course provides teacher candidates the opportunity to prepare specific artifacts that evidence understanding of the teaching profession. The portfolio artifacts will include: philosophy of education, classroom management plan, article/video reviews, lesson plans, and student study.

  *Instructional Lab:* This course provides guided discussion, reflections, lesson planning, and observations revolving around the student teaching experience. As part of the lab course, students will complete a student teaching experience and student study assignment by collaborating with a mentor, principle, and the school community.
  *The teacher candidate will follow the daily schedule of the assigned grade, assume regular faculty and out-of-classroom duties, and participate in faculty meetings, PTA /PTO meetings, and other appropriate school-community activities as school/mentor. The teacher candidate placement in a school is decided by the College of Education and is contingent upon the acceptance by a host school.

XI. **Class Topics, NM Teacher Competencies and Assignments:**
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Meeting Date:</th>
<th>Topics</th>
<th>Artifacts and Due Dates</th>
<th>NM Teacher Competency NNMC Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21</td>
<td>Syllabus</td>
<td><strong>Due by Observation #1:</strong> School Orientation</td>
<td>BA – B7; G1-8; K</td>
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<tr>
<td>August 28</td>
<td>Review artifacts</td>
<td>Checklist</td>
<td>SPED – A4 (a-d); D5,7</td>
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<tr>
<td><em>Placement begins 8/25</em></td>
<td>Course Resources</td>
<td>Student Teaching Schedule</td>
<td>ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8</td>
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<tr>
<td></td>
<td>Icebreakers Workshop</td>
<td>Weekly Reflection</td>
<td>ALP Elem – B7; E</td>
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<td>Log Sheet check</td>
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<td><strong>Due by meeting #2:</strong></td>
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<td>Philosophy of Education</td>
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Revised August 15, 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>September 18</td>
<td>Model Thinking Maps Assessments – Dr. Robert Marzano Balanced Literacy Conferring Notes (Tovani) Exit: “Scared is Scared” video</td>
</tr>
<tr>
<td><strong>Due by Observation #1:</strong></td>
<td>School Orientation Checklist Student Teaching Schedule Weekly Reflection Log Sheet check</td>
</tr>
<tr>
<td><strong>Due by meeting #3:</strong></td>
<td>Goal Setting #4 &amp; #5 Student Study Assignment Classroom Management Plan</td>
</tr>
<tr>
<td>October 16</td>
<td>SMART Goals Five Forms of Teacher Power “Pause, Prompt, Praise” Lesson Plan - #1 (Mid-term)</td>
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<td><strong>Due by Observation #2:</strong></td>
<td>Log Sheet check</td>
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<tr>
<td><strong>Due by meeting #4:</strong></td>
<td>Goal setting #6 Student Study Assignment Classroom Management Plan</td>
</tr>
<tr>
<td>November 13</td>
<td>Rigor and Relevance Framework (Dr.</td>
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<tr>
<td><strong>Due by Observation #2:</strong></td>
<td>Log Sheet check</td>
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<tr>
<td>Goal setting #6</td>
<td>Due by meeting #5:</td>
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<tr>
<td>Case Study CMP</td>
<td>Goal setting #7</td>
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<td></td>
<td>Classroom Management Plan</td>
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<td>Final Exam - Class Presentation—Case</td>
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<td>Study Assignment</td>
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<td>Final Reflection</td>
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<td>Visitation Record</td>
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<td></td>
<td>Conceptual Framework Competencies</td>
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<td></td>
<td><strong>Time Logs Due</strong></td>
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<td></td>
<td>Observation #2—To Be Scheduled</td>
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</table>

**December 4**

* **Artifacts due:**
  - Goal setting #7
  - CMP
  - Class Presentation—Case Study
  - Final Reflection
  - Visitation Record
  - Conceptual Framework Competencies
  - **Time Logs Due**

<table>
<thead>
<tr>
<th>December 4</th>
<th>Final Exam - Student Case Study Presentation</th>
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<tr>
<th><em>Artifacts due:</em></th>
<th>Final Exam - Student Case Study Presentation</th>
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<tbody>
<tr>
<td>Goal setting #7</td>
<td>BA – B7; G1-8; K</td>
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<tr>
<td>CMP</td>
<td>SPED – A4 (a-d); D5,7</td>
</tr>
<tr>
<td>Class Presentation—Case Study</td>
<td>ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8</td>
</tr>
<tr>
<td>Visitation Record</td>
<td>NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
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<tr>
<td>Conceptual Framework Competencies</td>
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**XII. Assignment Descriptions/Assessment Criteria:**

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<th><strong>Portfolio Course</strong></th>
<th>Points</th>
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<td>Classroom Management Plan</td>
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<td>Video Review (2 @5pts each)</td>
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<td>Midterm</td>
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<tr>
<td>Lesson Plans (2 @ 7.5 pts each)</td>
<td>15</td>
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<tr>
<td>Attendance (5 mtgs @ 8 pts)</td>
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<tr>
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<table>
<thead>
<tr>
<th><strong>Lab Course</strong></th>
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<tr>
<td>Checklist</td>
<td>4</td>
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<tr>
<td>Student Teaching Schedule</td>
<td>4</td>
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</tbody>
</table>

Revised August 15, 2014
XIII. Internet sites or databases:
   Public Education Department:  http://ped.state.nm.us/ped/index.html

XIV. Late Work:
   Your work is due on the date indicated on the syllabus.

XV. Students with Disabilities:
   Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. NNMC Incomplete Policy:
   The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
   All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Papers (6 @4 pts each)</td>
<td>24</td>
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<tr>
<td>Observations</td>
<td>10</td>
</tr>
<tr>
<td>Final- Presentation</td>
<td>8</td>
</tr>
<tr>
<td>Attendance (5 mtgs @ 8 pts)</td>
<td>40</td>
</tr>
<tr>
<td>Time log</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
EDUCATION 495
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

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KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

Revised July 3, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall

III. Course Time and Place: Hybrid–online and Face-to-Face 8/19, 9/16, 10/7, 10/21, 11/18, 12/9 Rm 106 TEC

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol H. Brown</td>
<td><a href="mailto:carol.brown@nnmc.edu">carol.brown@nnmc.edu</a></td>
</tr>
<tr>
<td></td>
<td>505 695-0447</td>
</tr>
</tbody>
</table>

| Office Hours: |
| By appointment |

V. Required Text:


VI. Required Materials or Readings: On Blackboard

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description:
Explores the construction and utilization of teacher-made and standardized tests. You will learn to gather data, report, and communicate assessment results to students, parents, and administrators in a variety of ways in an effort to meet diverse student needs. You will become familiar with the local school district’s testing program and will develop valid evaluation tools to measure student outcomes. Prerequisite: passing NMTA.

X. Course Objectives:
- Expand understanding of the role of assessment and evaluation at the national, state, local and classroom level.
- Develop an understanding of the importance of assessment in standards-based education.
- Develop an understanding of how to design and use assessment and evaluation in the classroom to enhance student learning and inform instruction.
- Develop an understanding of the importance of feedback, evaluation, and reporting student progress.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NM Entry Level Teacher Competencies:

K-8 Elementary

B. Instructional Planning and Implementation
8. Plans activities to promote creativity and independent thinking.
9. Prepares and uses assessment strategies/instruments appropriate to learning outcomes being evaluated.
10. Evaluates lesson plans through observation of classroom interactions, questioning, and analysis of student work.

D. Assessment
1. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and aesthetic development of the learner.
2. The teacher develops valid evaluation tools to measure student outcomes.
3. The teacher selects materials and means for measuring progress.
4. The teacher assesses students' current knowledge in order to plan instruction.
5. The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.
6. The teacher interprets and uses results of standardized instruments, including an understanding of percentiles, means, stanines, grade equivalence, and item analysis.
7. The teacher uses observation skills for informal assessment.
8. The teacher is able to use effective questioning techniques to better assess the student's knowledge.
9. The teacher recognizes developmental levels of student knowledge and skills including typical and atypical patterns.
10. The teacher recognizes unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.
11. The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolios, performance-based assessment and student writing.
12. The teacher uses student responses, explanations, and demonstrations to analyze misunderstandings that led to errors (error analysis).

13. The teacher is aware that there may be a variety of methods, strategies, or procedures that will give a correct answer.

14. The teacher is skilled in communicating assessment results to students, parents, lay audiences, and other educators.

F. Diversity
1. Responds to students as individuals
5. Organizes and manages varied group learning strategies, as appropriate to diverse strengths, needs, and/or interests of students and to the goal of the lesson.
7. Helps students develop critical perspectives on biased material.

G. Family and Community
2. Understands, respects, and values central role that community and family play in learning process of child; able to utilize these experiences to enhance learning.
5. Effectively communicates to parents, student’s progress involving academic, behavioral, and social issues that influence learning.
6. Communicates to community members about important events and school activities.
7. Understands importance of including parents and community members in classroom, school curriculum development and decision making processes.

K. Motivation
1. Uses verbal, non-verbal, and other communication techniques that enhance the motivation of students.
2.Varies teaching strategies and modifies learning activities to facilitate student motivation.
7. Uses a variety of student assessment techniques to encourage student learning
8. Uses assessment strategies to involve students in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

Secondary 8-12

B. Instructional Planning and Implementation
11. Plans activities to promote creativity and independent thinking.
12. Prepares and uses assessment strategies/instruments appropriate to learning outcomes being evaluated.
13. Evaluates lesson plans through observation of classroom interactions, questioning, and analysis of student work.

D. Assessment
1. The teacher understands and uses formal and informal aptitude and interest assessment strategies to evaluate and ensure the continuous development of the learner.
2. The teacher develops valid evaluation tools to measure student outcomes.
3. The teacher selects materials and means for measuring progress.
4. The teacher determines the entry level of students in a learning continuum.
5. The teacher uses assessment of student learning to improve his or her own teaching and to revise curriculum.
6. The teacher interprets and uses results of standardized instruments, including an understanding of percentiles, means, stanines, grade equivalence, and item analysis.
7. The teacher is aware of transition processes including different diploma choices in New Mexico as it relates to students with special needs.
8. The teacher uses formal and informal observation skills for information gathering.
9. The teacher is able to use effective questioning techniques to better assess the student's knowledge.
10. The teacher designs assessment strategies which are specific to the developmental levels of students' knowledge and skills including typical and atypical patterns.
11. The teacher employs only ethical, legal, and otherwise appropriate assessment methods and uses of assessment information.
12. The teacher demonstrates familiarity with a variety of assessment tools, including but not limited to portfolios, performance-based assessment, and student writing.
13. The teacher uses student responses, explanations, and demonstrations to analyze misunderstandings that led to errors.
14. The teacher is aware and accepts that there may be a variety of methods or procedures that will give a correct answer.
15. The teacher maintains useful and meaningful records of student work and communicates results to students, parents, and other educators.
16. The teacher uses effective questioning techniques to better assess the students' knowledge.

F. Diversity
2. Responds to students as individuals
6. Organizes and manages varied group learning strategies, as appropriate to diverse strengths, needs, and/or interests of students and to the goal of the lesson.
8. Helps students develop critical perspectives on biased material.

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
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Revised July 3, 2014
<table>
<thead>
<tr>
<th>Week 1</th>
<th>8/19/14</th>
</tr>
</thead>
</table>
| **•** Introduction to course, Blackboard, expectations, and each other  
**•** Pre-assessment  
**•** Accessing prior knowledge  
**•** Looking at acceptable work and those not aligned to requirements | **Knowledge**  
**1,5**  
**Skill 2**  
**Disposition 3** |
| **E**  
D-4,5 | **S**  
D-4,5 |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>8/26/14</th>
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</thead>
</table>
| **•** Standardized, NRTs and CRTs, other statistical terms  
**•** Common assessments and teacher-made tests | **Knowledge**  
**1,5**  
**Skill 2**  
**Disposition 3** |
| **E**  
D-2,3,6 | **S**  
D-2,3,6 |

<table>
<thead>
<tr>
<th>Week 3</th>
<th>9/2/14</th>
</tr>
</thead>
</table>
| **•** Assessments at different levels: national, state, district, school, classroom  
**•** Validity, Reliability, and Bias  
**•** Standards-based education and assessment | **Knowledge**  
**1,3,5,7,9**  
**Skill 2**  
**Dispositions 1,2,3** |
| **E**  
D-2,3,10  
F-1,7 | **S**  
D-2,3,11  
F-1,7 |

<table>
<thead>
<tr>
<th>Week 4</th>
<th>9/16/14</th>
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</thead>
</table>
| **•** Types of assessments: Formative/Summative, Formal/Informal, Traditional/Alternative  
**•** Learning goals/targets  
**•** Connecting learning goals to CCSS (Common Core State Standards) | **Knowledge**  
**1,5**  
**Skill 2**  
**Disposition 3** |
| **E**  
D-1,2,3,4,5  
F-7  
K-2,7 | **S**  
D-1,2,3,4,5  
F-7  
K-2,7 |

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<thead>
<tr>
<th>Week 5</th>
<th>9/23/14</th>
</tr>
</thead>
</table>
| **•** Traditional Assessments: selected response/constructed response items | **Knowledge**  
**1,5**  
**Skill 2**  
**Disposition 3** |
| **E**  
B-9  
D-1,2,3,4,5 | **S**  
B-9,  
D-1,2,3,4,5 |

**Small group discussion on different types of traditional assessments**
| Week 6 | 9/30/14 | • Importance of pre-assessments  
• Performance/alternative assessments | F-1,7 | F-1,7 | • Post summary of comparison  
• Post on pre-assessments  
• Response to Chpt 4 CASL | Knowledge  
1,3,5,7,9  
Skill 2  
Dispositions 1,2 |
|---|---|---|---|---|---|
| Week 7 | 10/7/14 | • Alternative assessments: projects, portfolios, performance, presentations  
• Rubrics: different types and examples | E  
B-8,9,10  
D-1,2,3,5,11  
F-1,5,7 | S  
B-8,9,10  
D-1,2,3,5,12  
F-1,5 | • Response to Chpt 2 SSAL  
• Discussion Board  
• Response to Brookhart article: Formative Assessment that Empowers | Knowledge  
1,3,5,7,9  
Skill 2  
Dispositions 1,2 |
| Week 8 | 10/14/14 | • Create a general analytical rubric  
• Formative Assessment | E  
B-9,10  
D-1,3,5,7,8,11  
F-1,5 | S  
B-9,10  
D-1,3,5,8,9,12  
F-1,5 | • Product of group work - rubric  
• Response to Leahy article: Classroom Assessment: Day by Day, Minute by Minute  
• Discussion Board about Formative Assessment | Knowledge  
1,3,5,7,9  
Skill 2  
Dispositions 1,2,3 |
| Week 9 | 10/21/14 | • The power of formative assessments  
• Feedback | E  
B-9,10  
D-1,3,5,7,8,12  
K-1,2 | S  
B-9,10  
D-1,3,5,8,9,13  
K-1,2 | • Response to Brookhart article: Feedback that Fits  
• Discussion Board  
• Response to Chpt 3 SSAL | |
| Week 10 | 10/28/14 | • Formative Assessment  
• Student Self-Assessment | E  
K-7,8 | S  
K-7,8 | • Response to Chpt 4 SSAL  
• Discussion Board on Chpt and articles | |
### Week 11
10/28/14
- Evaluation of the assessments – grading
  - E D-10, 14
  - S D-11, 15
- Response to Chpt 9 CASL
- Response to article: How we got grading wrong
- Class discussions about grading

### Week 12
11/4/14
- Reporting to parents
- Standards-based report cards
- Grading philosophies
  - E D-10, 14 G-5
  - S D-11, 15 G-5
- Response to Chpt 10 CASL
- Discussion Board
- Response to article: 8 Steps to Meaningful Grading
- Grading Philosophy

### Week 13
11/11/14
- Portfolios
  - E B-8,9 D-11, 14 K-7,8
  - S B-8,9 D-12, 15 K-7,8
- Response to Chpt 11 CASL
- Discussion Board
- Response to article: Implementing Portfolios and Student-Led Conferences

### Week 14
11/18/14
- Conferencing
- The value of student-led conferences
  - E B-8 D-14 G-3,5,6, 7
  - S B-8 D-15 G-3,5,6, 7
- Response to Chpt 12 CASL
- Response to Chpt 6 SSAL
- Discussion Board

### Week 15
12/2/14
- Informal assessments: what, when, why?
- Looking at student work
  - E B-9,10 D-1,3,7, 8,12 F-1 K-1
  - S B-9,10 D-1,3,8, 9,13, 16 F-1 K-1
- Response to McTighe and O’Connor article: Seven Practices for Effective Learning

### Week 16
12/9/14
- Final
- Final

### XII. Assignment Descriptions/ Assessment Criteria:

#### Participation

Attendance and participation in the discussions in class and on line are a critical part of this course. Asking pertinent questions and making comments that connect the concepts to your personal experiences helps everyone learn better. There is a balance...
between sharing personal experiences in a way that everyone welcomes and “hogging” the discussion time. It is equally important not to be the one who thinks things but doesn’t share. Each person has valuable things to share, and you may be the one to voice the question in everyone’s mind.

**Quizzes**

All quizzes are open book/notes/etc. However, it must be your own work. Quizzes are formative assessments and the results help the instructor to identify misconceptions and gaps in knowledge, which can be addressed immediately. Quizzes also help students to know what is important to learn, and also to self-assess.

**Research Paper**

A short research paper (3-5 pages) on any of the following issues:

- Recent research on formative assessments
- Feedback
- The power of collaboration among teachers
- Student Self-Assessment
- Standards-Based Grading
- Differentiating Assessments

**Written responses to chapter readings**

A written response is required for each chapter (9 are assigned). Writing a reflection about what you read helps you to understand the information better and also focuses you on the “so what?” part of reading.

Expectations for response to chapter readings:

- Approximately two typewritten pages, double spaced
- A reflection on what the chapter meant to you as a pre-service teacher, how did it impact your thinking? Any “aha” moments? New ideas? Comparison to your own experience as a student? Would you have learned better if some of the new ideas were in place when you were in school? Do you disagree with any ideas? Do you think that it would be difficult to implement some of the ideas? What do you think you will definitely embrace and make part of your assessment practice? (These questions are just suggestions for you to consider)
- Be sure to cite the parts (at least 3) of the chapter that you are discussing
- Do not give a summary of the chapter
- Submit the assignment, then post a copy on the discussion board – copy and paste, do not attach a file
- Exemplars available on Blackboard

**Written responses to articles**

There will be some articles that you will read, which will be discussed online (9 articles). The responses need to summarize your reaction to the article.

Expectations for response to articles:

- Approximately two typewritten pages, double spaced
- What new insights have you discovered?
- How does it impact your ideas of what a classroom teacher needs to do?
- How might this information help you in your practice?
- Do not give a summary of the article
Exemplars available on Blackboard

Posting to discussion board

~ After you submit your written response to the chapters, copy and paste the response directly on to the discussion board dedicated to this chapter.
~ Do not attach the document
~ Read your classmates posts and respond to at least two posts
~ There will be other types of posts in response to online activities and other readings

Grading Philosophy

Your grading practices need to be well thought out and transparent – students and parents need to know up front how and why you grade the way you do. **A grading philosophy is not a grading policy.** You should develop a grading policy based on your philosophy when you are in the classroom. Exemplars available on Blackboard

Your grading philosophy should address these questions:

~ What kind of communication should grades (scores) give to: a) students on an assignment, b) students at the end of the grading period, c) parents at the end of a grading period?
~ How will you record the scores? Would you disaggregate scores to correspond to the standards that are being addressed in the assignment, test, etc.?
~ Would you have a separate grade for non-academic factors?
~ What should go into a non-academic grade if you choose to have one?
~ Should all scores be averaged for a final grade? (Should grades reflect current achievement level, or should early, formative grades count?)
~ Should you use points, proficiency levels, or percentages?
~ What about zeroes?
~ What about homework?
~ What about late work?
~ What about extra credit?

Final

~ Take home final – mostly short constructed responses

ALP Students

~ 10 hours of observations
~ Log of observations
~ Reflection on observations

XIII. Internet sites or databases on Blackboard

XIV. Late Work:
Your work is due on the date indicated on the syllabus. It is important to do your work in a timely manner so that I have time to give you feedback. Also, the class work and discussions will make more sense if you are prepared. The purpose of this class is for you to learn critical knowledge and skills in assessment and evaluation: it is not about a grade; therefore I will expect you to do all your assignments. Your commitment to learning is a reflection on your potential as a classroom teacher, and consistent failure to do your work in a timely manner may be a cause for serious concern.

Revised July 3, 2014
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XVI. NNMC Incomplete Policy:
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XX. Students are responsible to refer to the Student Handbook for specific policies and procedures

Revised July 3, 2014
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1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

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KNOWLEDGE PRINCIPLE
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KNOWLEDGE PRINCIPLE
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KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

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6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

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KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: 9:00-17:00, 08/30, 09/13, 09/27, 10/25, 11/08, 11/22, TEC 112

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
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<tbody>
<tr>
<td>Dr. Isabelle Sandoval</td>
<td><a href="mailto:isabelle.sandoval@nnmc.edu">isabelle.sandoval@nnmc.edu</a></td>
<td>Upon request</td>
</tr>
</tbody>
</table>


VI. Required Materials or Readings: See syllabus.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instruct
IX. Catalog Course Description: This course will present the practical implementation of Spanish literacy skills, including reading, writing, listening and speaking. The course is taught in Spanish.

X. Course Objectives:
- Proporcionar conocimientos basados en la investigación científica sobre los programas y métodos efectivos para la enseñanza de la lecto-escritura para los maestros bilingües que trabajan en programas de doble inmersión estén capacitados para implementar en sus clases la enseñanza efectiva de la lecto-escritura en ambos idiomas.
- Ofrecer a los maestros teorías que apoyan las prácticas pedagógicas que promovemos en el curso.
- Explorar e investigar la historia de la enseñanza de la lecto-escritura a través de los siglos y su impacto en una sociedad literada.
- Comprender los procesos de adquisición de la lectura y la escritura para preparar a los estudiantes a la lectura del mundo y las palabras en un contexto significativo.
- Aplicar estrategias para la enseñanza de la escritura como un proceso en lugar de enseñarla como un producto.
- Observar clases bilingües donde los estudiantes realizan un análisis crítico sobre los procesos de la lecto-escritura bilingüe.
- Crear recursos y materiales en español para mejorar la enseñanza de la lecto-escritura en el aula bilingüe.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-30-14</td>
<td>Contexto de lectoescritura de estudiantes bilingües</td>
<td>1-a, c 1-e, f 1-b, c</td>
<td>3-1, 2 3-1, 2, 3 3-3, 4 *Leer Introducción *Leer Capítulo 1, 1-29 *Pregunta a discutir: La realidad de clases bilingües. Explique su</td>
<td>Knowledge 1,2,4,7,8 Skill 1, 2 Disposition 1,2,3</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Días</th>
<th>Temas</th>
<th>Sección</th>
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<tbody>
<tr>
<td>9-13-14</td>
<td>Reconocimiento de palabras; Concepción sociopsicolingüística</td>
<td>1-a, g</td>
<td>3-4, 6 <strong>Escribir una reacción en su diario de reflexión #1 (para 9-13)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-a, d-f</td>
<td>2, 3-3-6 *Leer Capítulo 2, 30-50, Capítulo 3, 51-85 *Pregunta a discutir: Estrategias psicológicas con estudiantes; presentación oral #2 *Escribir una reacción en su diario de reflexión #2</td>
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<tr>
<td></td>
<td></td>
<td>1-a,b,d</td>
<td>3-1-6 *Pregunta a discutir: Estrategias psicológicas con estudiantes; presentación oral #2 *Escribir una reacción en su diario de reflexión #2</td>
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<tr>
<td></td>
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<td>1-a,c,g</td>
<td>2, 3-7</td>
</tr>
<tr>
<td>9-27-14</td>
<td>Historia de Lectoescritura en español y en inglés</td>
<td>1-a,c-f</td>
<td>2, 3-7 *Leer Capítulo 4, 86-102, Capítulo 5, 103-127 *Pregunta a discutir: El enfoque ecléctico es--; presentación oral #3 *Escribir una reacción en su diario de reflexión #3</td>
</tr>
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<td></td>
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<td>1-a,b,d</td>
<td>2, 3-1-7,10</td>
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<td></td>
<td></td>
<td>1-a,c,g</td>
<td>2, 3-1-8</td>
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<td></td>
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<td>1-a,b,c,g</td>
<td>2, 3-1-10</td>
</tr>
<tr>
<td>10-25-14</td>
<td>La enseñanza de la lectura</td>
<td>1-a, c-f</td>
<td>2, 3-1-7 *Observación #1 de una clase bilingüe, kinder al 12 grado. Escribir un reporte de dos páginas de lo observado</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-a,b,d</td>
<td>2, 3-1-10</td>
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<td>1-a,c,g</td>
<td>2, 3-1-8</td>
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<td>1-a,b,c,g</td>
<td>2, 3-1-10</td>
</tr>
</tbody>
</table>

**Observación #1 de una clase bilingüe, kinder al 12 grado. Escribir un reporte de dos páginas de lo observado**

*Leer Capítulo 6, 128-156 *Pregunta a discutir: La importancia de la letra impresa en español o inglés; presentación oral #4

**Escribir una reacción en su diario de reflexión #1 (para 9-13)**

*Leer Capítulo 2, 30-50, Capítulo 3, 51-85 *Pregunta a discutir: Estrategias psicológicas con estudiantes; presentación oral #2 *Escribir una reacción en su diario de reflexión #2

El enfoque ecléctico es--; presentación oral #3 *Escribir una reacción en su diario de reflexión #3

Observación #1 de una clase bilingüe, kinder al 12 grado. Escribir un reporte de dos páginas de lo observado

Leer Capítulo 6, 128-156 *Pregunta a discutir: La importancia de la letra impresa en español o inglés; presentación oral #4

Knowledge 2-4, 6-8 Skill 2 Disposition 1-3

Knowledge 1-5 Skill 1,2 Disposition 1-2

Knowledge 1-9 Skill 1-2 Disposition 1-3

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<table>
<thead>
<tr>
<th>Fecha</th>
<th>Tema</th>
<th>Sección</th>
<th>Obras y Actividades</th>
<th>Habilidades y Disposición</th>
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</thead>
<tbody>
<tr>
<td>11-8-14</td>
<td>Enseñanza efectiva de la escritura; Niveles del desarrollo de escritura</td>
<td>1-a-g</td>
<td>*Escribir una reacción en su diario de reflexión #4</td>
<td>Skill 4-1 Disposition 1-3</td>
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<td></td>
<td>1-a, c-f</td>
<td>*Observación #2 de una clase bilingüe, kinder al 12 grado.</td>
<td>Knowledge 1,2, 4,5</td>
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<tr>
<td></td>
<td></td>
<td>1-a,b,d</td>
<td>Escribir un reporte de dos páginas de lo observado</td>
<td>Skill 1,2 Disposition 1,2</td>
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<tr>
<td></td>
<td></td>
<td>1-a,c,g</td>
<td>*PP presentación de materiales didácticos para mejorar la lectura y la escritura,</td>
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<td>3 páginas</td>
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</tr>
<tr>
<td>11-26-14</td>
<td>La enseñanza temática en dos idiomas</td>
<td>1-a, c-f</td>
<td>*Leer Capítulo 7, 157-185, Capítulo 8, 186-215</td>
<td>Knowledge 1-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-a,c,g</td>
<td>*Pregunta a discutir: Explique el desarrollo normal de la escritura; presentación</td>
<td>Skill 1,2 Disposition 1,2</td>
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<td>oral #5</td>
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<tr>
<td></td>
<td></td>
<td>1-a-g</td>
<td>*Escribir una reacción en su diario de reflexión #5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>*Observación #3 de una clase bilingüe, kinder al 12 grado.</td>
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<td></td>
<td></td>
<td>Escribir un reporte de dos páginas de lo observado</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Leer Capítulo 9, 216-242</td>
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<td></td>
<td></td>
<td>*Escribir sobre: -El desarrollo de una unidad temática para niveles de un grado;</td>
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<td></td>
<td></td>
<td>una reacción en su diario de reflexión #6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>*PP presentación del proyecto de</td>
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</tbody>
</table>
investigación. Mínimo 8 páginas, máximo 10 páginas. *(Título de proyecto: 9-27)

XII. Assignment Descriptions/ Assessment Criteria:

A.) Required Assignments/Descriptions

Oral Presentations, 5@4 pts. 20%
Journal Entries, 6@4 pts. 24%
Bilingual Classroom Observations 3@5 pts 15%
Power Point Bilingual Materials Project 11%
Power Point Project of Investigation 30%
Total 100%

Assessment Summary: Rubrics for proficiency levels are provided for the assignments below regarding:

Oral Presentations: See syllabus for weekly assignments of 8-30, 9-13, 9-27, 10-25, 11-8, 3-4 minutes oral, per rubric levels.

Students will demonstrate proficiency in speaking Spanish.

Journal Entries: See syllabus for weekly assignments of 9-13 (2), 9-27, 10-25, 11-8, 11-22, 1 page, per rubric levels.

Students will explore awareness of theoretical constructs/applications for teaching bilingual students.

Bilingual Classroom Observations: See syllabus for 3 observations of 9-27, 10-25, 11-8, 2 pages, per rubric levels.

Students will explore best practices for delivering differentiated instruction in the bilingual classroom.

Power Point Bilingual Materials Project: See syllabus for assignment of 3 pages, with materials, on 10-25 per rubric levels.

Students will present a power point presentation on bilingual materials for the classroom.

Power Point Bilingual Literacy Project of Investigations: See syllabus for assignment of 8-10 pages on 11-22 per rubric levels.

Revised August 15, 2014
Students will present a power point presentation on biliteracy based on academic research.

XIII. Internet sites or databases: Dual Language of New Mexico www.dlenm.org

XIV. Late Work:
Your work is due on the date indicated on the syllabus.

XV. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

Grading:
A=90-100%
B=80-89%
XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

EDBE 306 Spanish for the Bilingual Classroom

I. **Horas de crédito (Credit Hours):** 3

II. **Semestre de enseñanza (Semester Taught):** Otoño 2014 / Fall 2014

III. **Tiempo de enseñanza y lugar/ (Course Time and Place):** Los miércoles / Wednesdays 16.00 – 18.45 TEC 106.

IV. **Información sobre la profesora (Instructor Information):**

<table>
<thead>
<tr>
<th>Instructor: Regina Robbins, MA</th>
<th>Communication Information: <a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a></th>
<th>Office: TEC 211 Phone: 505-747-5466</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours: Mon/Wed 3:00-4:00pm And by appointment</td>
<td></td>
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</tr>
</tbody>
</table>

V. **Libros Requeridos:**


**Recursos complementarios:**

National Association for Bilingual Education. [http://www.nabe.org/BilingualEducation](http://www.nabe.org/BilingualEducation)

NABE's mission is to advocate for our nation’s Bilingual and English Language Learners and families and to cultivate a multilingual multicultural society by supporting and promoting policy, programs, pedagogy, research and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity.

Las actitudes hacia educación bilingüe y aprendizaje del español: Un estudio de estudiantes de inmersión y estudiantes tradicionales (2008): [https://scholarworks.iupui.edu/bitstream/handle/1805/1604/thesis.pdf?sequence=1](https://scholarworks.iupui.edu/bitstream/handle/1805/1604/thesis.pdf?sequence=1)
Materiales sobre cultura e idioma: http://www.aspectosculturales.com/

Idioma español en Estados Unidos:
http://es.wikipedia.org/wiki/Idioma_espa%C3%B1ol_en_Estados_Unidos

El español y “el hablante de herencia” en Estados Unidos:
www.csun.edu/~tfernandez_ulloa/HABLANTEDEHERENCIA.ppt

Aula Intercultural: http://www.aulaintercultural.org/

Mi primera escuela: http://primeraescuela.com/

¡Aprendo Jugando! Actividades de Español para niños y niñas de 6 a 9 años
Instituto Cervantes:
http://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/introduccion.htm

AulaDiez- español online: http://www.auladiez.com/gratis.html

El Rincón de la Maestra:
http://olgacatasus.blogspot.com/

Enseñanza del español en primaria (básica) o secundaria del Sistema de Educación Pública (SEP) de México:

VII. Descripción del curso en el catálogo de NNMC (Catalog-Course Description):
This course will present the Spanish language as it is applied to school community settings in addition to the classroom setting. It will include both vernacular and formal language. Spanish will be the language of instruction inclusive of student presentations and participation. Prerequisites: EDBE 360and 361; Co-requisite: EDBE 305. (3, 3T+0L)

VIII. Objetivos del curso (Course Objectives): Los estudiantes de esta clase podrán:

a. Adquirir/reforzar las competencias lingüísticas en español necesarias para desenvolverse exitosamente en escenarios sociales y académicos en el aula bilingüe y en otros contextos en la escuela y comunidad.
b. Expandir su conocimiento sobre la importancia del bilingüismo en el éxito académico, social y personal de los estudiantes.
c. Incrementar su conocimiento en el uso de estrategias de enseñanza para desarrollar las competencias lingüísticas (escuchar, hablar, leer y escribir) de los estudiantes y personal.
d. Integrar e integrar el español en otras áreas de contenido incluyendo los aspectos culturales de la comunidad, región, estado, nación y mundo.

e. Ofrecer a los estudiantes oportunidades de acceder a los recursos tecnológicos y cibernéticos para que expandan sus competencias lingüísticas como así mismo.

f. Desarrollar e implementar plan de lecciones en las diferentes áreas de contenido.

g. Desarrollar estrategias y ejemplos de comunicación para interactuar con los padres de familia y con la comunidad en general.

h. Reflexionar sobre los contenidos aprendidos en la clase y su aplicación en su papel como agente de cambio en la comunidad educativa.

i. Desarrollar una propuesta de investigación aplicable al aula de clase o escuela donde trabaja (estudiantes recibiendo curso de nivel graduado).

IX. Temas de la clase, competencias de los maestros de Nuevo Mexico y tareas: (Class Topics, NM Teacher Competencies and Assignments):

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

A. Language other than English

A-1.) The teacher communicates effectively orally & in writing (where the written form exists & is allowed) in the language other than English. For Native American languages which have locally developed tribal standards for language proficiency, tribal standards may be used.

A-1 a.) The teacher demonstrates at least a minimum of an 8th grade level of proficiency in oral & written language (where the written form exists & is allowed), necessary to deliver content pre K-12 in the language other than English.

A-1b.) The teacher demonstrates a high level of accuracy & fluency in spoken language.

A-1c.) The teacher utilizes vocabulary appropriate to a broad range of functions, topics & genres in speech.

A-1d.) The teacher demonstrates competency as a participant in ordinary social situations in which the language other than English is spoken.

A-1e.) The teacher responds adequately to written material by exercising the processes of comparing, contrasting, categorizing, summarizing, inferring, analyzing, synthesizing, hypothesizing & evaluating.

A-1f.) The teacher reads w/comprehension a broad range of literacy forms (folk, technical, classic, etc.) across the content areas.

A-1g.) The teacher writes sentences, paragraphs & essays, utilizing formal language models which express original thought; communicates & accomplishes complete & well-organized ideas; & accomplishes a full set of written functions.

2. The teacher carries out instruction in content areas of the curriculum to attain the Standards & Benchmarks for the content area in the language other than English.

E. Community/Family Involvement
E-1.) The teacher values family & community involvement for the success of learners & bilingual programs.
E-2.) The teacher demonstrates a concerned & caring attitude by establishing a trusting, mutual sharing relationships w/families.
E-3.) The teacher demonstrates knowledge of the teaching & learning patterns of the student’s home environment & incorporates these into the instructional areas of the program.
E-4.) The teacher demonstrates ability to involve families in teaching, curriculum development, classroom management & materials development.
E-5.) The teacher knows how to act as a catalyst in enhancing the educational skills of 2nd language speaking family members to better assist their children.
E-6.) The teacher demonstrates ability to move family members from passive observers to active change agents on behalf of their children’s education.
E-7.) The teacher acquires & uses culturally relevant information & materials from the community for curriculum content & instructional materials.
E-8.) The teacher understands the importance of encouraging bilingual students as they grow & develop to become proponents & models of bilingualism in the community.

X. Descripción de las tareas y criterios de evaluación para los estudiantes no graduados:

EVALUATION:

Presencia/Attendance (20%):

Su presencia es requerida en todas las sesiones de clases. Las clases de educación son basadas en competencias, lo cual significa que los estudiantes deben lograr todas las competencias del Estado deNuevo México. All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and oral presentations.

Trabajos escritos bilingües/Bilingual Writing Assignments (10%):

Escoja dos de las siguientes opciones/Choose two of the following options:

- Escribir una carta para los padres pidiendo permiso para llevar a los estudiantes al Museo de Historia Natural. Write a letter to parents requesting their permission to take students to the Natural History Museum.
- Escribir una carta a los padres informándoles de los problemas que tiene su hijo en la clase. Write a letter to parents informing them of the problems that their child is having in class.
- Escribir una descripción del programa bilingüe en su escuela. Write a description of a bilingual program in the school.
- Escibir una carta a los padres invitándoles a un evento cultural en la escuela. Write a letter to parents inviting them to a cultural event in the school.

**ESCRIBE LA CARTA EN AMBOS IDIOMAS / WRITE THE LETTER IN BOTH LANGUAGES**
Observaciones de la clase bilingüe/Bilingual Classroom Observations (10%)
Usted va a observar 3 horas de clases bilingües. You will observe 3 hours of bilingual classes.

Evaluación de la clase observada/Evaluation of classroom observation (10%)
Usted va a evaluar las interacciones de la observación y escribir un reporte de evaluación. You will evaluate the classroom interactions you observed and write an evaluation report for your observation.

El examen oral Midterm/ Midterm Oral Exam (15%)
El examen oral medio-semestre incluye planes de lección y la presentación de una lección basada en la cultura. The midterm oral exam includes the lesson plans and presentation of a culturally-based class lesson.

Composición de síntesis/Synthesis paper (10 %) Usted va a escribir una composición de 4-5 páginas explicando cómo su práctica y filosofía crecieron y lo que usted aprendió en este curso y cómo piensa aplicarlo a la educación bilingüe en el futuro. You will write a 4-5 page paper explaining how your practice and philosophy grew and what you learned in this course and how you plan to apply that to the field of bilingual education in the future.

El examen oral final/Final oral exam (15%)
Usted va a hacer una entrevista relacionada a una de las siguientes opciones y presentar sus resultados a la clase. You will conduct and interview related to one of the following options and present your findings to the class.

- Entrevistar a un líder de la comunidad enfatizando la importancia de la cultura en la enseñanza bilingüe/multicultural y presentar los resultados a la clase. Interview a community leader about the importance of culture in bilingual/multicultural education and present your findings to the class.
- Entrevistar a un líder educativo enfatizando la importancia de la enseñanza bilingüe/multicultural y presentar los resultados a la clase. Interview an educational leader about the importance of bilingual/multicultural education and present your findings to the class.

El examen final escrito/Final written exam (10%)
Usted va a tomar un examen final via Blackboard. You will take a final written exam on Blackboard.

Daily Attendance & Participation 20 % DAILY
Midterm Oral Exam 15 % DUE: 10/8/2014
Bilingual Writing Assignments (2) 10 % DUE: 10/29 & 11/5 2014
Final Oral Exam 15 % DUE: 11/12/2014
Classroom Observations 10 % DUE: 12/3/2014
Evaluation of classroom observation 10 % DUE: 12/3/2014
<table>
<thead>
<tr>
<th>#</th>
<th>DATE</th>
<th>NM Teacher Competency</th>
<th>Assignments to Demonstrate Meeting the Competency</th>
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</thead>
<tbody>
<tr>
<td>#1</td>
<td>8/20</td>
<td>A 1 a,b,c,d,e,f,g B 1,2,3,4,5 B 10, 11 C 1,2,4 E 1, 2</td>
<td>Course and Student Introductions <a href="http://vimeo.com/72908047">http://vimeo.com/72908047</a> Alphabet/vocabulary <a href="https://www.youtube.com/watch?v=56OXP92SUBQ">https://www.youtube.com/watch?v=56OXP92SUBQ</a> Ver: El idioma español en Estados Unidos: <a href="http://es.wikipedia.org/wiki/Idioma_espa%C3%B1ol_en_Estados_Unidos">http://es.wikipedia.org/wiki/Idioma_espa%C3%B1ol_en_Estados_Unidos</a> Qué difícil es hablar el español</td>
</tr>
<tr>
<td>#</td>
<td>Fecha</td>
<td>A</td>
<td>B</td>
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<td>-----</td>
</tr>
</tbody>
</table>
| #4  | 9/10   | a,b,c,d,e,f,g | 1,2,3,4,5 | 1,2,3,4 | 6, | 1,2,3,4 |  | Lección: el Subjuntivo y los mandatos  
La evaluación  
Videos de la clase bilingüe  
Dialogo: ¿Cómo se aplica a la educación bilingüe?  
Escritura: “Para escribir” (Actividad 11.2)  
CLASS: Classroom Assessment Scoring System® |
| #5  | 9/17   | a,b,c,d,e,f,g | 1,2,3,4,5 | 1,2,3,4 | 6,7,8 | E | 1,2,3,5,7,8 | Lección: proverbios, dichos y refranes  
New Mexican dialect / Culture  
http://www4.uwm.edu/FLL/linguistics/dialect/staticmaps/state_NM.html  
The Arts & Music  
❖ Así Es Nuevo México  
❖ Real Women Have Curves  
Dialogo: Actividad 16.1  
Escritura: “Para escribir” (Actividad 16.2) |
| #6  | 9/24   | a,b,c,d,e,f,g | 1,2,3,4,5 | 1,2,3,4 | 6,7,8 | C | 1,2,3,4 | Lección: La ll y la y / El sonido de la jota  
Read “La Virgen de Guadalupe”  
Teacher’s Guide to religion in the classroom  
Dialogo y escritura: ¿Qué haría para evitar un conflicto religioso en su clase?  
Día de los muertos proyectos |
| #7  | 10/1   | a,b,c,d,e,f,g | 1,2,3,4,5 | 1,2,3,4 | 6,7,8,9 | D | 10 | Lección: la letra h  
Teaching culture in the Bilingual Classroom  
Mini lesson prep.  
❖ Revisar recursos disponibles en Aspectos culturales:  
http://www.aspectosculturales.com/  
Dialogo y escritura, “Para escribir” (Actividad 2.2). |
| #8  | 10/8   | a,b,c,d,e,f,g | 1,2,3,4,5 | 1,2,3,4,5 | 6,7,8,9 | E | 1,2,3,4 | Examen Oral Midterm: Presentaciones Culturales  
Oral Midterm Exam: Cultural Presentations |
<table>
<thead>
<tr>
<th>#</th>
<th>Fecha</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Lección:</th>
<th>Actividad/Enseñanza</th>
</tr>
</thead>
</table>
| #9 | 10/15  | A 1| B 1,2,3,4,5| C 1,2,3,4| D 1,2,3 | Preterito vs. Imperfecto | Bilingual Education in New Mexico Schools.  
|    |        | a,b,c,d,e,f,g |       |       |       | Dialogo: La expresión (Actividad 16.1) |
|    |        |       |   |   |   | [https://www.youtube.com/watch?v=gUcSO9xI6qA](https://www.youtube.com/watch?v=gUcSO9xI6qA) |
|    |        |       |   |   |   | - Leer la investigación “Las actitudes hacia educación bilingüe y aprendizaje del español: Un estudio de estudiantes de inmersión y estudiantes tradicionales (2008):  
|    |        |       |   |   |   | [https://scholarworks.iupui.edu/bitstream/handle/1805/1604/thesis.pdf?sequence=1](https://scholarworks.iupui.edu/bitstream/handle/1805/1604/thesis.pdf?sequence=1) |
|    |        |       |   |   |   | ✔ Revisar currículos de enseñanza del español en primaria (básica) o secundaria del Sistema de Educación Pública (SEP) de México:  
| #10| 10/22  | A 1| B 1,2,3,4,5| C 1,2,3,4|     | singular vs. plural |  
|    |        | a,b,c,d,e,f,g |       |       |       | Leyendas: ¿Quién es sabio?  
|    |        |       |   |   |   | Dialogo: ¿Cómo se aplica a las entrevistas? |
|    |        |       |   |   |   | Preparación para el examen oral:  
|    |        |       |   |   |   | Escritura: la entrevista (¿Qué debemos preguntarles?) |
| #11| 10/29  | A 1| B 1,2,3,4,5| C 1,2,3,4|     | acentos |  
|    |        | a,b,c,d,e,f,g |       |       |       | Leyenda: “Atzimba la princesa”  
|    |        |       |   |   |   | Discussion: How do you deal with these issues in your classroom? |
|    |        |       |   |   |   | Escritura: “Para escribir” (Actividad 9.2)  
|    |        |       |   |   |   | Entregar trabajo escrito #1/Written Assignment #1 Due |
| #12| 11/5   | A 1| B 1,2,3,4,5| C 1,2,3,4|     | los diminutivos |  
|    |        | a,b,c,d,e,f,g |       |       |       | Escritura: “Para escribir” (Actividad 11.2)  
<p>|    |        |       |   |   |   | Dialogo: Actividad 13.3 |
|    |        |       |   |   |   | Entregar trabajo escrito #2/Written Assignment #2 Due |
| #13| 11/12  | A 1| B 1,2,3,4,5| C 1,2,3,4| A 2 | Examen Oral Final: Presentaciones de entrevistas |</p>
<table>
<thead>
<tr>
<th></th>
<th>#14 11/19</th>
<th>A 1</th>
<th>CLASS WILL NOT MEET ON CAMPUS ON THIS DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a,b,c,d,e,f,g</td>
<td>Students will attend La Cosecha Conference in Santa Fe, NM,… OR… upon instructor approval, complete a related assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 1,2,3,4,5</td>
<td>CLASSROOM OBSERVATIONS/ASSESSMENT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 1,2,3,4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E 7,8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 1,2,3,4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#15 12/3</th>
<th>A 1</th>
<th>Repaso de La Cosecha</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a,b,c,d,e,f,g</td>
<td>Dialogo: ¿Qué aprendimos?</td>
</tr>
<tr>
<td></td>
<td>B 1,2,3,4,5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C 1,2,3,4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E 7,8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F 1,2,3,4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12/10</th>
<th>A 1</th>
<th>CLASS WILL NOT MEET ON CAMPUS ON THIS DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a,b,c,d,e,f,g</td>
<td>You will take the Final Written Exam via Blackboard</td>
</tr>
<tr>
<td></td>
<td>B 1,2,3,4,5</td>
<td>Bilingual Education Synthesis Paper Due via Blackboard</td>
</tr>
<tr>
<td></td>
<td>C 1,2,3,4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G 2,4,5,6</td>
<td></td>
</tr>
</tbody>
</table>

### XI. Política o regla sobre trabajo atrasado:
La tarea debe presentarse en el día estipulado en el silabo. El grado de incompleto “I” se dará cuando el trabajo no se completa durante la enseñanza del curso dado a razones que no están en el control del estudiante. El estudiante debe completar los requisitos o comunicarse con el profesor inmediatamente para desarrollar un horario para completar el trabajo perdido durante la fecha estipulada. El trabajo que se debe completar solo será aceptado cuando existan circunstancias fuera del control del estudiante (por ejemplo: enfermedad o crisis familiar o personal.) Los trabajos incompletos serán evaluados como exitosos o fracasados. Trabajos fracasados o no exitosos pueden ser presentados nuevamente para un crédito completo. Todos los trabajos incompletos deben presentarse en el último día de clase. El incumplimiento para presentar un trabajo incompleto resultará en la pérdida del grado. El computador del colegio cambiará automáticamente el grado de “I” por “F” cuando la fecha expira.
NNMC Incomplete Policy:
The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an ‘F’ when the deadline passes.

XII. Estudiantes con necesidades especiales:
El colegio del Norte de Nuevo México está comprometido en ofrecer las acomodaciones necesarias razonables para ayudar a todos los estudiantes con una discapacidad documentada para cumplir con los requisitos requeridos para ser parte de este curso. Si acomodaciones son necesarias para la modificación del curso, por favor informe al profesor del curso en la segunda sección de la clase. La persona encargada de los estudiantes con necesidades especiales en NNMC es Verna Trujillo, 505-747-2152.

Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Special Needs liaison at NNMC is Verna Trujillo, 505-747-2152.
EDTE 408: Approaches to Teaching English Literacy Skills

Northern New Mexico College
College of Education
EDUCATION
2014

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall, 2014

III. Course Time and Place: ED 408: Approaches to Teaching English Literacy Skills NNMC College of Education, Rm 106.

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information: 505 426-2272</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcia Brenden, PhD.</td>
<td>Cell: 505 690-1683</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office Hours: Upon request</td>
</tr>
</tbody>
</table>


VI. Required materials or readings: WIDA ELD Standards Common Core Standards Scholarly articles as assigned by instructor

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description: This course focuses on effective writing instruction in the Bilingual/ESL classroom. The relationships between listening, speaking, reading, and writing are explored to enhance the identification and development of effective instructional strategies and curriculum. Contextual factors that impact writing instruction across content areas, such as home environment, school environment, culture, cognition, and assessment are examined.

X. Course Objectives:

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

1. Expand knowledge of bilingual/ESL student’s culture, skills, interests, aspirations and values.
2. Expand knowledge of bilingual/ESL policies and programs.
3. Examine current concepts, methods, and strategies for teaching reading and writing in the bilingual/ESL classroom and content area classroom (e.g., Sheltered Instruction).
4. Develop an understanding of the influence of primary-language skills on the learning of a second language (e.g., the influence of the student’s first-language skills in reading and writing, etc.).
5. Examine the interrelationships of listening, speaking, reading and writing skills.
6. Identify, describe and analyze criteria for selecting or creating appropriate and bias free instructional materials for English language development in “content” areas.
7. Identify and analyze a variety of genres to promote reading and writing.
8. Identify and analyze local, national and Internet sources for selecting appropriate instructional materials for English language development in “content” areas.
9. Design, implement and assess the effectiveness of a unit lesson in a “content” area that addresses the needs of English Language Learners.
10. Develop an understanding of alternative assessment instruments (portfolios, authentic assessments).

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competencies and NMESL Competencies addressed</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge (K), Skill(S) or Disposition (D) # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-20-14</td>
<td>Intro to course</td>
<td>NM Teacher Competencies, lvl 1: 2(a), 2(d), 3(a), 3(b), 7(d)</td>
<td>Read “ELLs and the Common Core” article: write a two page reflection/academic journal entry due next week.</td>
<td>K(1, 2, 4, 7) D (2)</td>
</tr>
<tr>
<td>8-27-14</td>
<td>ELLs and the Common Core article</td>
<td>1(a), 1(b), 2(d), 3(a)</td>
<td>B(3), B(4), C(2)</td>
<td>K(1, 2, 4, 7) D (2)</td>
</tr>
<tr>
<td>9-3-14</td>
<td>Ch. 1: The Students: Who are they in the Espanola district??</td>
<td>7(a), (b), 7(c), 7(g) B(5), G(1)</td>
<td>E(1), (2), (5), (8), (10)</td>
<td>K(1, 2, 4, 7) S(2) D (2)</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Read/Write/View</td>
<td>Strategy Toolbox</td>
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<tr>
<td>9-10-14</td>
<td>Ch. 3: Teaching 7(a), 7(c), 7(d), 7(g), B(5), G(1), 2(3)</td>
<td>Read text Ch 4. Choose a “Teacher’s Channel” lesson to present in class on the subject of L2 language acquisition and one or more of the 4 domains of literacy. Start compiling your <strong>strategy toolbox</strong>.</td>
<td>K(1,2 4,7) S(2) D (2)</td>
<td></td>
</tr>
<tr>
<td>9-17-14</td>
<td>Ch. 4: Language 3(d), 3(e), 5(a), 2(3)</td>
<td>Read “Children Want to Write” article by Graves provided by instructor. Write a one page reflection on implications for ELLs. Choose a “Teacher’s Channel” lesson to present in class on the subject of ELLs and literacy development.</td>
<td>K(1,2 4,7) S(2) D (2)</td>
<td></td>
</tr>
<tr>
<td>9-24-14</td>
<td>Intro to Writing and ELLs 2(a), 4(b), 5(a), 1(a), 2(d), (g), (h), (i)</td>
<td>Read text Ch 5. Write a 1 page reflection and create a “culture web” to present in class next week.</td>
<td>K(1,2 4,7) S(2) D (2)</td>
<td></td>
</tr>
<tr>
<td>10-1-14</td>
<td>Culturally Responsive Pedagogy and ELL Literacy Development 1(a), 2(d), 7(a), (b), (g), (h), (i), B(3), (4), (5), C(2), (3), D, E(1), (2), (4), (5), (6), (8), (10)</td>
<td>Watch webinar on culturally responsive pedagogy. Read text Chpter 8 on assessment due next week. <strong>Take home mid-term due Oct. 8.</strong></td>
<td>K(1,2 4,5,7) S(2) D (2)</td>
<td></td>
</tr>
<tr>
<td>10-8-14</td>
<td>Chpter 8: Assessment for ELLs ACCESS and rubrics 5(a), (b), (c), 7(a), (b), (g), (h), (i), C(2), (3), D(3,4,7,8), E(1), (2), (4), (5), (6), (8), (10) F, F(4),</td>
<td>Read handouts on <em>Writing on Demand and Using Assessments to Improve Writing Instruction</em>. Create a rubric for a grade level informational text.</td>
<td>K(1,2 4,5,7) S(2) D (2)</td>
<td></td>
</tr>
<tr>
<td>10-15-14</td>
<td>Lesson Planning for ELL 2(a-e), 5(a-d), B(1,2,3,5) E(1-3), F(4)</td>
<td>Read Atwell articles on Writing Workshops and Student Self-Assessment.</td>
<td>K(1,2 4,5,7) S(2) D (2)</td>
<td></td>
</tr>
</tbody>
</table>
### EDTE 408: Approaches to Teaching English Literacy Skills

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Standards/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-22-14</td>
<td>Assessing Writing 5(a), (b), (c), 7(a), (b) (g), (h), (i), 7(a), (b) (g), (h), (i).</td>
<td>B(1-5) E(1-3), F(4) Read Graves article on Responding to Writing. Be ready to model a writer’s response in class next week. K(1,2 4,5,7) S(2) D (2)</td>
</tr>
<tr>
<td>10-29-14</td>
<td>Research on Literacy Resources for teaching ELLs B(1),D(4), E(f-g), B(1-5) E(1-3), D, F(4)</td>
<td>Compile a list of online resources (websites, webinars, organizations, etc) and share in next week’s class. Read Zwiers article on Academic Language K(1,2 4,5,7) S(1, 2) D (2)</td>
</tr>
<tr>
<td>11-5-14</td>
<td>Academic Language Development 3(d), 3(e), 5(a), 7(d), B(5),G(1), 2(3)</td>
<td>B(1-5) E(1-3), D, F(4) Watch powerpoint and teacher channel videos on Academic language Due next week: Overview of three literacy lesson plans K(1,2 4,5,7) S(1, 2) D (2)</td>
</tr>
<tr>
<td>11-12-14</td>
<td>Visit schools 2(a -d) G(1-2), I(2), (5)</td>
<td>Take notes on school visit with detailed description of literacy lessons and materials K(1,2 4,5,6,7) S(1, 2) D (2)</td>
</tr>
<tr>
<td>11-19-14</td>
<td>Visit schools 2(a -d) G(1-2), I(2), (5)</td>
<td>Take notes on school visit with detailed description of literacy lessons and materials K(1,2 4,5,6,7) S(1, 2) D (2)</td>
</tr>
<tr>
<td>11-26-14</td>
<td>No Class</td>
<td>Happy Thanksgiving</td>
</tr>
<tr>
<td>12-3-14</td>
<td>Finals 5(a-d), D(3,4,7,8) F, F(4), G, G(1-2)</td>
<td>Lesson Plan presentations K(1,2 4,5,6,7, 9) S(1, 2) D (2)</td>
</tr>
<tr>
<td>12-10-14</td>
<td>Finals 5(a-d), D(3,4,7,8) F, F(4), G, G(1-2)</td>
<td>Final presentations/celebration K(1,2 4,5,6,7, 9) S(1, 2) D (2)</td>
</tr>
</tbody>
</table>

### XII. Assignment Descriptions/ Assessment Criteria:

**A.)** Field Lab Experiences:  
*Required Professional Competency-Based Artifact*
Professional Competency-Based Collection of Artifacts 20%
Field Lab Experience Log Sheet 50%
Classroom Disposition Checklist (Faculty) 5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s) 15%

✓ Assessment: Required Professional Competency-Based Artifact Rubric

B.) Classroom Participation: 10 pts.
   Students will have read the assigned readings and participate in discussions that connect to the content and teaching English Language Learners

C.) Reflective/Academic journal entries (8 reflections @5pts each)
   Assessed by comparison to exemplars 40 pts.

D.) Teaching Literacy to ELLs Strategy Toolbox assessed by competency-based rubric 10 pts.

E.) Four Lesson Plans with Competency-Based Rubric 20 pts.

F.) Final Project:
   Present literacy four lesson plans 20 pts.
   Assessed by WIDA ELD standards and Exemplars 100 pts. Total

Course Assignments – all information for assignments will be in “Assignment folder” on Desir2Learn

XIII. Internet sites: Relevant internet sites will be explored as resources.

XIV. Late Work:
   Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

XV. Special Needs:
   Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Accessibility Resource liaison at NNMC is Verna Trujillo, 505-747-2152 or v.trujillo@nnmc.edu.

XVI. NNMC Incomplete Policy:
   The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
   All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:
Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1( submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.
When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. Late Work:
Your work is due on the date indicated on the syllabus.

XXII. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Special Needs liaison at NNMC is Kim Dickman, 505-747-2152.

XXIII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
Northern New Mexico College

College of Education
EDTE 414 Introduction to Linguistics
Semester: Fall 2014

KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place: Monday 19.00 – 21.45 /Room 107/ Teacher Education Center

IV. Instructor Information:

| Instructor: Sarah O Brien, PhD | Communication Information: Office: 505 734 2251 sarah.obrien@nnmc.edu | Office Hours: By appointment |


VI. Required Materials or Readings:


Supplementary required readings from e-databases will be posted weekly on blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions. There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description:

“You will be exposed to a broad overview of the field of linguistics as it pertains to the knowledge of language and language development. There is an emphasis on the study of phonetics, phonology, morphology, syntax, semantics and pragmatics. This course is oriented primarily to the needs of present and prospective teachers.”
This course studies the ways language works and provides an introduction to the scientific study of language and linguistics. The field of linguistics might be divided into two major sub-fields according to how the student of language chooses to view the subject. Language might be viewed as a human activity, something that people do with, for, and all too often, to each other. This is the view taken by sociolinguists. Language may also be viewed as a thing unto itself, an entity having an existence somehow magically divorced from the people who use it. When someone makes a statement to the effect that, say, ‘the English language has a two tense verb system,’ or ‘the English vocabulary contains upwards of half a million words,’ he/she is speaking from this view. The thing-view of language predominates in structural studies. In this introductory course, we will consider both views, by periodically reminding ourselves that language is, in the final analysis, something that people do rather than something that simply is. If we do this, we will be able to avoid the worst effects of a distorting abstraction and keep contact with linguistic reality.

X. Course Objectives:

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

TESOL competencies as listed below.

A. Knowledge of students - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.

(1) The teacher recognizes and accepts the home language as a valid system of communication.
(2) The teacher knows the effects of cultural and socioeconomic variables on the students’ general level of development and socialization.
(3) The teacher understands the factors that contribute to the lifestyles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.
(4) The teacher knows about exceptionalities in learning and, is able to access resources and facilitate inclusive learning for all students.

B. Knowledge of language and language development - New Mexico teachers of English as a second language are models of language proficiency and have knowledge of a second language. In addition, they draw on their knowledge of language and language development to understand the process by which students acquire both their first and second languages, to develop instructional strategies that promote language development, and to modify the curriculum as necessary to accommodate the needs of new language learners.

(1) The teacher demonstrates proficiency in English literacy at a level commensurate with the teacher's role as a language model.
(2) The teacher has knowledge of the process of oral and (where applicable) written language acquisition in the first and second language.
(3) The teacher demonstrates knowledge of the ESL (English as a second language) component in bilingual education.
(4) The teacher understands the integrated nature of cognitive and affective language development.
(5) The teacher understands and respects vernaculars, including social and regional varieties.
(6) The teacher has knowledge of another language and culture, i.e. a minimum of two semesters of university coursework in a language other than English.

C. Knowledge of culture and diversity - New Mexico teachers of English as a second language are knowledgeable about and sensitive to the dynamics of culture in general, and to their students' cultures in particular. This enables them to structure a successful academic experience for students.

(1) The teacher assists students in maintaining pride in and extending identification with the mother culture.
(2) The teacher recognizes and respects the culture, history and contributions of each student’s ancestry to New Mexico and to the United States.
(3) The teacher models the value of cultural diversity and validates the contemporary life styles of diverse cultural groups.

Reading competencies as listed below:

(3) Moral dimensions and values
   (a) Recognizes the importance of literacy as a mechanism for personal and social growth.
   (b) Recognizes that literacy can be a means for transmitting moral and cultural values within a community.
   (c) Recognizes values, and is sensitive to human diversity.
   (d) Recognizes and is sensitive to the needs and rights of individual learners.

(4) Perspectives about readers and reading
   (a) Understands and accepts the importance of reading as a means to learn, to access information, and to enhance the quality of life.
   (b) Understands and is sensitive to differences among learners and how these differences influence reading.
   (c) Understands and respects cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity.
   (d) Understands importance of integrated community and school efforts in meeting the needs of diverse learners.
   (e) Understands the importance of making reading relevant to the learners' lives.
   (f) Believes that all students can learn to read and share in the communication process.
   (g) Recognizes the importance of using reading in positive ways in the classroom.
   (h) Recognizes the value and importance of creating a supportive and positive environment for literacy learning.
   (i) Recognizes the importance of providing learners opportunities in all aspects of literacy.
   (j) Recognizes the importance of implementing literacy programs designed to meet the needs of the students.
   (k) Recognizes the importance of building on the strengths of individual learners.

(5) Language development, cognition, and learning
   (a) Understands that language is a symbolic system.
   (b) Understands and uses major theories of language development, cognition, and learning and uses them in a well-planned and comprehensive reading program.
(c) Is aware of the linguistic, sociological, cultural, cognitive, and psychological bases of the reading process.
(d) Is aware of the impact of physical, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading.
(e) Recognizes dialect variations and respects linguistic differences.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern's College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
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<tbody>
<tr>
<td>08/18/2014</td>
<td>Introduction to Syllabus Course Expectations</td>
<td>A1 A2 B1 B4</td>
<td>C2 3a</td>
<td>Knowledge Principle – 1, 2, 4, 7, 6, 8,9 Dispositions – 1,2,3</td>
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<td>08/25/2014</td>
<td>Introduction to the Language Read Ch. 1, The Origins of Language Read Ch. 2, Animals and Human Language</td>
<td>A2 B1 B2 B4 3a 5a 5c 5d</td>
<td>Reflective Academic Journal # 1</td>
<td>Knowledge Principle – 1, 9, 7, 4, Skills – 2</td>
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<td>09/08/2014</td>
<td>Introduction to Language Acquisition and Learning Read Ch. 4 Yule The Sounds of Language Read Ch. 5 Yule The Sound Patterns of Language</td>
<td>B1 B2 B4 5a 5b 5c 5d</td>
<td>Reflective Academic Journal # 2</td>
<td>Knowledge Principle – 1, 2, 4, 6, 7, 8 Dispositions - 2</td>
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<td>09/15/2014</td>
<td>Introduction to language acquisition &amp; learning Words and word-formation process Morphology Read Ch. 6- Yule Read Ch. 7- Yule</td>
<td>B1 B2 B4 5a 5b 5c 5d</td>
<td>Reflective Academic Journal # 3</td>
<td>Knowledge Principle – 1, 2, 3,4 Skills – 1, 2 Dispositions – 1,2,3.</td>
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<td>09/22/2014</td>
<td>Introduction to language acquisition &amp; learning Phrases and</td>
<td>B1 B2 B4 4a 3d 4e 4f 5b</td>
<td>Reflective Academic Journal # 4 Writing Assignment I - Mini Lesson Plan</td>
<td>Knowledge Principle – 1,2,3,4,7,8,9 Skills - 1,2</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>09/29</td>
<td>Semantics Pragmatics Discourse analysis</td>
<td>B1 B2</td>
<td>Reflective Academic Journal # 5</td>
<td>Knowledge Principle -4,1 Skills – 2 Disposition – 2, 1</td>
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<td></td>
<td>Read Ch. 10- Yule Read Ch. 11- Yule Read Ch. 12- Yule</td>
<td>5a 5c</td>
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<td>10/6/2014</td>
<td>Differing approaches in language teaching Language and the brain</td>
<td>A1 A4</td>
<td>Mid Term Exam</td>
<td>Knowledge Principle – 1,4 Skills – 1, 2 Disposition - 1,3</td>
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<td>Read Ch. 13- Yule Read Ch. 14 - Yule Read Ch. 15- Yule</td>
<td>A2 B2</td>
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<td>Differing approaches in language teaching First language acquisition Second language acquisition/learning</td>
<td>A1 A2</td>
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<td>A3 A4</td>
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<td>10/20/2014</td>
<td>The development of writing Gestures and signs</td>
<td>A2 B2</td>
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<td>Knowledge Principle - 1, 2, 3, 4, 5, 7,8 Skills – 2 Disposition - 1,2,3</td>
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<td>Read Ch. 3- Yule Read Ch. 16- Yule</td>
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<td>Read Ch. 17- Yule</td>
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<td>11/03/2014</td>
<td>Identity and Linguistics Language and Regional Variation Language and Social Variation</td>
<td>A1 A2</td>
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<td>Knowledge Principle - 7,6, 1, 4 Skills – 1 Disposition - 1,2,3</td>
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<td>Read Yule, Ch. 18, 19</td>
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### Assignment Descriptions / Assessment Criteria:

1. Mid-term exam ........................................................................................................... 15%
2. Journal ........................................................................................................................ 30%
3. Class participation ...................................................................................................... 15%
4. Assignments (2) ......................................................................................................... 30%
5. Power Point presentation .......................................................................................... 10%

Assessment summary: Assessments and samples of expected outcomes provided for the course will include:

1. Delivering a **Power Point presentation** that explores one of the topics covered in the course, e.g., socially-diagnostic features in language variation or language acquisition, by using Power Point or other suitable alternative,
2. **Written assignments (2)**, Students will complete a suitable mini-lesson plan and field observation report.
3. **Mid term Exam**, where students demonstrate knowledge of, for example, allophonic variation in languages and pertinent classroom applications, or the notion that language is rule-governed and can apply the same to describing regularities or irregularities in a given language,
4. **Journal**, in which students explore course content through completion of a series of activities and ensuing reflections which demonstrate they understand and can explain universal features of language, e.g. grammatical categories, linguistic rules, relationship between language and culture, social variation in language, language change, or an aspect of the language learning processes, as well as viable implications/applications of these theoretical constructs,
5. **Class participation**, including responses to questions posted online, by which students demonstrate knowledge, skill, ability to elaborate on relevant content (e.g., to explain fundamentals of the sound system of language, the nature of language errors, or the relationship between form and meaning); ability and willingness to engage others in discussion of posted topics.

XIII. Internet sites or databases: As assigned in weekly assignments. guidelines.

XIV. Late Work:
Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

XV. **Students with Disabilities:**
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities.* The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. **NNMC Incomplete Policy:**
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. **Personal Responsibility:**
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. **Grading Scale:**
Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%
Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

If you are going to use that in your grading be sure the grading scale reflects that grading system.

XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

**ED 403 Foundations of Bilingual/ESL Multicultural Education**

Credit Hours: 3

1. **Semester Taught:** Fall 2014

2. **Course Time and Place:** Blackboard/On-line

3. **Instructor Information:** Sandra Rodriguez, PhD

4. **Required Text:**

5. **Attendance**
   Attendance is required for all class sessions.

   There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure. On-line course attendance is measured by Threaded Discussion participation.

   Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

6. **Course Description:**
   This course focuses on the historical, legal, philosophical, theoretical paradigms of bilingual/ESL education. An emphasis on developing a deeper understanding of the culturally diverse student, their families and communities as it relates to learning is explored.

**Course Outcomes:**
1. Expand understanding of the culturally and linguistically diverse (CDL) student, family and community
2. Develop an understanding of the factors that contribute to the lifestyles of diverse populations
3. Develop an understanding of the social, political, and philosophical attributes of cultural competency.
4. Develop an understanding of appropriate alternative assessment instruments (portfolios, authentic assessments) in the bilingual/ESL classroom.
5. Expand understanding of reflective practice as a means to improve student achievement and professional growth.
7. Class Topics, NM Teacher Competencies

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern New Mexico College of Education Conceptual Framework. Assignments in this course correspond:

**TESOL competencies as listed below.**

A. Knowledge of students - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.

1. The teacher recognizes and accepts the home language as a valid system of communication.
2. The teacher knows the effects of cultural and socioeconomic variables on the students’ general level of development and socialization.
3. The teacher understands the factors that contribute to the lifestyles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.
4. The teacher knows about exceptionalities in learning and, is able to access resources and facilitate inclusive learning for all students.

C. Knowledge of culture and diversity - New Mexico teachers of English as a second language are knowledgeable about and sensitive to the dynamics of culture in general, and to their students' cultures in particular. This enables them to structure a successful academic experience for students.

1. The teacher assists students in maintaining pride in and extending identification with the mother culture.
2. The teacher recognizes and respects the culture, history and contributions of each student’s ancestry to New Mexico and to the United States.
3. The teacher models the value of cultural diversity and validates the contemporary life styles of diverse cultural groups.

F. Assessment - New Mexico teachers of English as a second language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.

1. The teacher understands the principles and theories of second language assessment.
2. The teacher shall be able to administer language assessments, interpret results, and incorporate them into instruction.
3. The teacher recognizes potential linguistic and cultural biases in assessment instruments including standardized tests.
4. The teacher utilizes alternative assessment measures including portfolio and authentic assessments.

H. Linkages with families and communities - New Mexico teachers of English as a second language create linkages with families that enhance the education experience of their students.

1. The teacher demonstrates the ability to guide families from passive observers to active change agents on behalf of their children's education.
2. The teacher develops the ability to identify and utilize available community resources.
3. The teacher demonstrates the ability to involve families within the school environment.

I. Professional leadership - New Mexico teachers of English as a second language contribute to the growth and development of their colleagues, their school, and the advancement of knowledge in their field.

1. The teacher demonstrates knowledge of the legal issues concerning the education of language-minority children in New Mexico and in the United States.
(2) The teacher demonstrates knowledge of the different theories and philosophies related to alternative language programs.
(3) The teacher demonstrates knowledge of the history of alternative language programs.
(4) The teacher demonstrates knowledge of the importance of advocating knowledge of English as a second language among peers, family and community.
(5) The teacher demonstrates knowledge of current trends related to the education of culturally and linguistically diverse students.
(6) The teacher demonstrates knowledge of the ability to collaborate with all other education professionals.

**Bilingual competencies as listed below.**

**B. Culture:** Bilingual teachers shall increase and diffuse their knowledge of the internal and external forces of change and how they relate to culture.
(1) The teacher understands and accepts the diversity of behavior involved in multicultural settings.
(2) The teacher develops an ability to demonstrate to the learner the value of cultural diversity.
(3) The teacher prepares and assists students to interact successfully in pluralistic cultural settings.
(4) The teacher recognizes and accepts different patterns of child rearing within and between cultures in order to formulate realistic instructional strategies.
(5) The teacher assists students to maintain and extend identification with and pride in one’s cultural heritage and awareness of being part of a larger global coalescence.
(6) The teacher demonstrates knowledge of the monumental (art, literature, architecture, history, civilization and literary history) and fundamental (food, folklore, customs, and traditions) elements of traditional and modern cultural influences affecting learners.
(7) The teacher recognizes and respects the similarities and differences among many cultures within a pluralistic society.
(8) The teacher demonstrates knowledge of the effects of cultural and socio-economic variables on the student’s learning styles.
(9) The teacher accesses, analyzes, evaluates and applies current research to educate students from linguistically and culturally diverse backgrounds.
(10) The teacher recognizes the culture and history of each student’s ancestry.
(11) The teacher recognizes the contributions of the diverse cultural groups to New Mexico and to the United States.

**E. Community/family involvement**
(1) The teacher values family and community involvement for the success of learners and bilingual programs.
(2) The teacher demonstrates a concerned and caring attitude by establishing a trusting, mutual sharing relationships with families.
(3) The teacher demonstrates knowledge of the teaching and learning patterns of the student’s home environment and incorporates these into the instructional areas of the program.
(4) The teacher demonstrates ability to involve families in teaching, curriculum development, classroom management and materials development.
(5) The teacher knows how to act as a catalyst in enhancing the educational skills of second language speaking family members to better assist their children.
(6) The teacher demonstrates ability to move family members from passive observers to active change agents on behalf of their children’s education.
(7) The teacher acquires and uses culturally relevant information and materials from the community for curriculum content and instructional materials.
(8) The teacher understands the importance of encouraging bilingual students as they grow and develop to become proponents and models of bilingualism in the community.

G. Professional leadership
(1) The teacher demonstrates knowledge of the legal issues concerning the education of language-minority children in New Mexico and in the United States.
(2) The teacher demonstrates knowledge of the different theories and philosophies related to bilingual education programs.
(3) The teacher demonstrates knowledge of the history of bilingual education programs.
(4) The teacher demonstrates knowledge of the importance of advocating knowledge of bilingual education among peers, family and community.
(5) The teacher demonstrates knowledge of current trends related to the education of culturally and linguistically diverse students.
(6) The teacher demonstrates knowledge of the ability to collaborate with all other education professionals.

8. Assignment Descriptions/ Assessment Criteria:
1. Class participation/Threaded discussions 10@ 2pts. 20 pts.
2. Reflective journal entry 3@ 5pts. 15 pts.
3. Student projects
   1) Cultural Competency 15 pts.
   2) Academic journal outline 15 pts.
   3) Teaching in a multicultural environment 15 pts.
4. Final Project:
   1) Reflective practice/self-assessment 20 pts.

1) Week #1 August 18th
   Introduction
   Class expectations, Bb

2) Week #2 –August 25th
   Classroom participation/Threaded discussion
   Bennet/Chapter 1

3) Week #3 –September 1st
   Classroom participation/Threaded discussion
   Bennet/Chapter 2: Culture, Race, and the Contexts for Multicultural Teaching
   1st Reflective journal entry

4) Week #4-September 8th
   Classroom participation/Threaded discussion
   Bennet/Chapter 3: Race Relations and the Nature of Prejudice
   Student Project #1: Cultural Competency
5) **Week #5-September 15th**
   Classroom participation/Threaded discussion
   Bennet/Chapter 4: Immigration and the American Dream: European American and Jewish American Perspectives
   Bennet/Chapter 7: Contemporary Immigration and the American Dream: Asian, Muslin, and Arab American Perspectives
   2nd Reflective journal entry

6) **Week #6-September 22nd**
   Classroom participation/Threaded discussion
   Bennet/Chapter 5: Colonialism, Involuntary Immigration, and the American Dream: American Indian and African American Perspectives
   Bennet/Chapter 6: Colonialism, Immigration, and the American Dream: Latino Perspectives
   Student Project #2: Academic journal outline

7) **Week #7 September 29th**
   Classroom participation/Threaded discussion
   Bennet/Chapter 8: Learning Styles and Culturally Competent Teaching
   Bennet/Chapter 9: Reaching All Learners: Perspectives on Gender, Class, and Special Needs
   3rd Reflective journal entry

8) **Week #8 October 6th**
   Classroom participation/Threaded discussion
   Bennet/Chapter 10: Teaching in Linguistically Diverse Classrooms
   Bennet/Chapter 11: Multicultural Curriculum Development: A decision-Making Model and Lesson Plans

9) **Week #9 October 13th**
   Student Project #3: Teaching in a multicultural environment

10) **Week #10 October 20th**
    Classroom participation/Threaded discussion
    Final paper: Reflective practice/self-assessment

9. **Late Work:**
   Your work is due on the date indicated on the syllabus.

10. **Special Needs:**
    Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Special Needs liaison at NNMC is Kim Dickman, 505-747-2152.

11. **NNMC Incomplete Policy:**
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Fall 2014

III. Course Time and Place:
This is a hybrid course, and we will have three face-to-face meetings. THE FACE TO FACE MEETINGS ARE MANDATORY. IF THE STUDENT MISSES A FULL FACE TO FACE MEETING, THE INSTRUCTION CAN HAVE THE DISCRETION TO DISENROLL THE STUDENT FROM THE CLASS OR FAIL THE STUDENT.

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
</table>
| Dr. Rose Chiovitti-Cavalcante | rcavalcente@nnmc.edu or blackboard email | Tu – 3-5  
We - 3-4  
Th- 2:30-4:30 |

V. Required Texts:

ISBN: 978-0133-400-823


VI. Attendance:
Attendance is required for all face-to-face class sessions. There is no deviation from this rule for weekend or hybrid classes; one full day of missing a weekend class can result in failure in the course.

VII. Course Description:
This course provides an overview of the history of Special Education in the United States and looks at the development of models currently being used to deliver services to students identified as having special needs. The course also reviews some of the ways in which curriculum can be modified to facilitate the education of culturally and linguistically diverse and exceptional students and also presents the clinical and educational characteristics of children with specific disabilities such as Learning Disabilities, ADHD, Mental Retardation, and Emotional and Behavioral Disorders. Federal mandates regarding special education practice as described by the individuals with disabilities education improvement Act (IDEA 2004) will be addressed, as will some of the legal issues inherent in overall program development, providing the entry-level teacher with a basis for making defensible choices throughout his/her apprenticeship and professional practice. Issues related to student discipline, classroom management and the development of Behavior Intervention Plans will also be discussed.

***In addition to the theoretical content, this course will also include a field experience component in Special Education (SPED). The student will spend a minimum of 10 hours in a school observing the Special Education services provided for students in that particular setting. THE STUDENT WILL KEEP AND SUBMIT AT THE END OF THE COURSE, A LOG OF THE HOURS SPENT OBSERVING THE CLASSROOM AND ALSO SUBMIT TWO FIELD EXPERIENCE OBSERVATION SUMMARIES/REFLECTIONS OF THEIR FIELD EXPERIENCE and Dispositions checklists.

VIII. Course Objectives:
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ED CONCEPTUAL FRAMEWORK</th>
<th>NM COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will understand diversity in the learning process.</td>
<td>K: 2, 3, 4, 7, 8</td>
<td>A2e, Aa3b, A3c, A3d, A4d, B1a, B1b, D6a, D6c</td>
</tr>
<tr>
<td></td>
<td>S: 2</td>
<td></td>
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<tr>
<td></td>
<td>D: 1, 2</td>
<td></td>
</tr>
<tr>
<td>The student will compare and evaluate the merits of the different models, theories, philosophies and history that provide the basis for Special Education.</td>
<td>K: 7, 8, 9</td>
<td>A1a, A1b, A1c, A3c, D7a1</td>
</tr>
<tr>
<td></td>
<td>D: 2, 3</td>
<td></td>
</tr>
<tr>
<td>The student will know the current and historical laws, rules, and regulations pertaining to Special Education and procedural safeguards relating to educational services.</td>
<td>K: 7, 8, 9</td>
<td>A1a, A1b, A1c, A2b, A3c, A4a, D2f, D4a, D7a1</td>
</tr>
<tr>
<td></td>
<td>D: 2, 3</td>
<td></td>
</tr>
<tr>
<td>The student will understand the concepts of Least restrictive environment, Inclusion and collaboration.</td>
<td>K: 2, 3, 4, 6, 7, 8, 9</td>
<td>A1b,A1c,A1d, A2b, A2e, A3b,A3c, A3e, A4a, A4c, A4d D2f,D4a, D6a,D7a3, D7a4, D7b1</td>
</tr>
<tr>
<td></td>
<td>S: 2</td>
<td></td>
</tr>
<tr>
<td>The student will describe the characteristics of the different disabilities served under Special Education and their educational implications.</td>
<td>K: 2, 4, 7, 8</td>
<td>A3a, A3b, A3c, A3d, b1a, D6a</td>
</tr>
<tr>
<td></td>
<td>D: 2, 3</td>
<td></td>
</tr>
<tr>
<td>The student will design both an appropriate Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) for a student with disability.</td>
<td>K: 3, 6, 7, 8</td>
<td>D7a1, D7a2, D7a3, D7a4, D7b1</td>
</tr>
<tr>
<td></td>
<td>S: 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D: 2, 3</td>
<td></td>
</tr>
</tbody>
</table>

List of the NM entry-level teacher competencies addressed by this course:

- A1a Explains and Discusses models, theories, and history that provide the basis for special education practice.
- A1b Explains and discusses current and historical state and national rules and regulations relating to SPED practices.
- A1c Explains and discusses the procedural safeguards relating to educational services.
- A1d Explains and discusses state and federal mandates for students with disabilities.
- A2b Provides information about community and state resources available to parents and staff.
- A2e Demonstrates knowledge and sensitivity to cultural, social, environmental, and ethnic dynamics in interpersonal and group interactions with students, parents and professionals.
- A3a Define each exceptionality
- A3b Identify the cognitive, physical, cultural, social, emotional and sensory needs of each exceptionality.
- A3c Discusses general characteristics, etiologies, and learning styles of each exceptionality
- A3d Describes current theories and research for education of exceptional students.
- A3e Demonstrates skills needed for effective advocacy on behalf of students and their parents.
- A4a Describes rationale necessary to determine a child’s least restrictive environment.
- A4c Demonstrates knowledge in facilitating least restrictive environments.
- A4d Considers the pros and cons of various inclusive models.
B1a Describes the developmental stages/milestones of normal motor, language, socio-emotional, sensory, and cognitive environment.

B1b Discusses the impact of socio-economic, cultural, and physiological aspects on human development.

D2f Collaborates with regular education teacher and related services personnel for support of students with special needs in inclusive environments.

D4a Describes models for enabling exceptional learners to make transitions from SPED to regular education, early intervention to school, level to level, and post-secondary options.

D6a Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

D6c Is aware of and can apply current research findings regarding individuals such as linguistic background, developmental levels, exceptionalities, and gender.

D7a1 Implements disciplinary procedures consistent with state and federal rules and regulations.

D7a2 Conducts functional behavior assessments.

D7a3 Collaborates, develops, implements, and subsequently evaluates implemented behavior management programs.

D7a4 Demonstrates appropriate group and individual interventions

List of the areas of the Conceptual Framework Addressed in this course:

Knowledge:
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment

7. Diversity: The teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

Skills
2. Utilization of Planning and Assessment tools: Skills in designing, implementing and adjusting lesson, unit, and integrated plans to develop effective learning experiences. Skills in designing and implementing multiple assessment instruments.

Dispositions
1. Fairness: Teacher Candidates learn to use formal and informal assessments to determine the course of instruction and the best ways to engage all students to learn and succeed.

2. A belief that all students can learn: Teacher Candidates learn child and adolescent development and educational psychology to ensure their understanding that all students can learn. Teacher Candidates learn sensitivity to community and cultural norms while learning to work collaboratively with students, colleagues, parents and the community to ensure success for all students.

3. Ethical behavior: Teacher Candidates will accept responsibility for adhering to the high ethical standards inherent in teaching and necessary for earning the respect of students, colleagues, parents, and community members. Ethical behavior is defined in the New Mexico Code of Ethics.

IX. DISTRIBUTION OF GRADES:
- Weekly Discussions 40%
- Field Reflections I and II plus log + dispositions checklist - 15%
- Research Paper/Presentation – 20%
- Schools websites – 10%
- Student discipline – 10%
- Social Story – 5%

*IMPORTANT – Refer to rubrics (posted online) to see how the research paper will be graded

For this class you can obtain a maximum of 100 points. Each assignment will be graded from 0 to 10 and will be weighted according to their grade percentages. For example, if you received 8 points (max of 10) in your Paper, you should multiply it by 2, since this assignment is worth 20% towards your total number of points (max 100). Thus, for this assignment you received a total of $8 \times 2 = 16$ points towards your final grade.

A+ =100 points; A= 93-99 points; A- = 90-92 points; B+= 86-89 points; B= 83-85 points; B- = 80-82 points; C+= 77-79 points; C= 73-76 points; C-=70-72 points; D+= 67-69 points; D+ 63-66 points; D- = 60-62 points; F = below 60 points

A grade of B or higher is required for passing this class (83% or higher)

X. Internet sites or databases
The NNMC library offers several databases that you should consult to find articles and books to write your research paper. You should consult at least two of those databases and provide evidence of that when you submit your paper.

PED NM Special Education site:
http://sde.state.nm.us/seo/index.htm
http://www.ped.state.nm.us/rti/rule.html
http://owl.english.purdue.edu/owl/
http://www.ped.state.nm.us/RtI/dl10/Addressing%20Student%20Behavior%20Guide%202010.pdf
http://www.ped.state.nm.us/RtI/dl10/Addressing%20Student%20Behavior%20Guide%202010.pdf

XI. Field experience:
The SPED 401 course includes also 10 hours of Field Experience. Students will be required to observe in a special education classroom and keep a journal with their observation notes. They will submit 2 observation descriptions/filed experience reflections to the instructor (directions are online in the blackboard assignment section). Students will have to keep a log with the hours of observations and signatures from their mentor teachers. The log must be returned to the instructor in the class last face to face meeting. The field placements are done by the COE Field Placement Director. If you have any questions about your placement or have any placement issues contact the Field Placement office.

XII. Late Work:
Your work is due on the date indicated on the blackboard calendar. If you feel that, for reasons beyond your control, you cannot complete an assignment by the due date, contact the instructor immediately. Work posted or turned in later than the due date will be penalized with deduction of points to the discretion of the instructor. Also, if the instructor is not contacted and the assignment is not turned in on the posted date, the instructor will have the right of not accepting it in a later date.

*Note that discussions posted after the due dates will receive a grade of Zero (0). Power point presentations are due on their due date and will not be accepted late.

XIII. Students with Disabilities:

Students with Disabilities:
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability,
you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is YOUR responsibility to complete the work within the given deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Complaints Policy:
The COE follows a chain of command process regarding complaints. In other words, if you have a complaint your should go first to the person you have the complaint against. If that does not work, go to the person immediately above him/her. For example, concerns about the course should be dealt first with your instructor. If after that the problem is not resolved, then you would go to the COE dean, and so on. If you have a complaint against another student, go first to that student and if that is not resolved, contact your instructor. PLEASE DO NOT USE THE DISCUSSION BOARD FOR DISCUSSING ISSUES WITH ANOTHER STUDENT OR WITH THE TEACHER. You may send, however, messages to the specific person through the blackboard e-mail if you wish.

XVI. Cell phone policy
* IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING). It reflects lack of respect with your instructor and classmates to use your cell phone during class.

XVII. Online discussions guidelines
The online discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content.

Online discussions should be a learning experience for all students. Postings and replies should be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard e-mail and not posted on the discussion board.

XVIII. Online communications – NNMC has determined that all student–faculty communication must by conducted through NNMC’s e-mail. Thus, you are required to activate you NNMC e-mail account and conduct all your class communications with your professor through it. Online communication through other e-mail addresses will not be answered by the instructor.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 2
II. Semester Taught: Spring 2015
III. Course Time and Place: 4:00 pm to 5:45 pm. Education Building Room 112
IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deirdra Montoya</td>
<td><a href="mailto:Deirdra.montoya@nnmc.edu">Deirdra.montoya@nnmc.edu</a></td>
<td>Upon Request</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: The NM CYFD Licensing Regulations for Child Care Centers

VII. E-Mail Requirement: all Students attending NMMC must use their NNMC e-mail account when communicating electronically about NNMC relates business. If you are having trouble please contact IR at 505-747-2259.

VIII. Attendance: Regular class attendance is important and expected. Active participation is also required and is 10% of your final grade. Students absent from class for any reason is still responsible for all work missed. Instructor has the right to determine what work may be made up or assign alternate requirements. Points will be deducted from your final grade for leaving early or arriving late.

IX. New Mexico Initial Licensure Requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic skill/teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
• Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in elementary Education Program requirements:**

Provide evidence of passing the *New Mexico Essential Academic skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent any application form consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (subtests I and II)
   c. Essential components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

**X. Catalog Description:**

This course provides information related to standards and practices that promote children’s physical and mental well-being sound nutritional practices and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children’s total development, healthy nutrition, physical activity, and rest.

**XI. Course Objectives:**

Upon completion of this course, students will be able to demonstrate the following competencies, as provided by the NM PED Common core Competencies for early childhood professionals;

**XII. NM Teacher Competencies and Assignments:**

NNMC college of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern college of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

1. B1. Recognize and respond to each child’s physical health, intellectual, and emotional well-being, and nutritional and safety needs.
   a. Identify and discuss individual physical, intellectual, mental health, nutritional, and safety needs of infants, toddlers, preschoolers, and school-age children, such as allergies, special diets, medications, differing abilities, and specific medical conditions.
b. Identify and develop strategies and activities with children that promote physical, intellectual and emotional well-being.

c. Identify and develop strategies that foster caring relationships between children and others to promote well-being.

d. Conduct health, and safety assessments of children and the environment.

e. Identify and develop strategies that foster caring relationships between children and others to promote well-being.

2. B2. Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially, and emotionally).

   a. Describe the major health and safety requirement of the New Mexico Child Care Licensing regulations.

   b. Identify potential indoor/outdoor environments' hazards and risks, and take corrective measures to ensure children’s safety.

   c. Identify effective ways to establish and maintain expectations for behavior which creates safe environments.

   d. Describe, design indoor/outdoor learning environments that are free of hazards/risks.

   e. Identify strategies for effective supervision of children in indoor/outdoor learning environments.

3. B3 Use appropriate health appraisal and management procedures, and make referrals when necessary.

   a. Identify activities and strategies that facilitate individual growth and development

   b. Describe appropriate responses to young children’s individual health needs by conducting regular health screenings and recordings growth and development on checklists.

   c. Identify appropriate resources for referral for a variety of conditions and situations.

4. B4 Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and in case of suspected abuse or neglect, reporting to designated authorities.

   a. Discuss signs of emotional distress, child abuse, and neglect in children.

   b. Describe all state, local, and program reporting procedures

   c. Describe the importance of recognizing and reporting signs of emotional distress, child abuse and neglect to families, administrators, and colleagues.

   d. Identify resources that address problems of emotional distress, child abuse, and neglect in young children.
5. B5 Establish an environment that provides opportunities and reinforcement for children’s practice of healthy behaviors that promote appropriate nutrient, and physical and psychological well-being.
   a. Design practices that lead to healthy behaviors through daily routines that include hand washing, toileting procedures, nose-wiping, rest/sleep time, active movement, and healthy snacks/meals.
   b. Model practices that promote healthy behaviors.

6. B6 Provide and assure a consistent daily schedule for meals, rest, and sleep, as developmentally appropriate.
   a. Identify requirements for sleep and rest.
   b. Describe the requirements of the Child & Adult Food Care Program.
   c. Identify ways to encourage young children to rest/sleep and to awaken gently.

7. B7 Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.
   a. Design health care and nutrition activities that are developmentally appropriate and that are relevant to the diverse cultures in New Mexico.
   b. Identify strategies to collaborate with families in promoting culturally appropriate health and nutrition practices for young children.

8. B8 Assist young children and their families, as individually appropriate, in developing decision making and interpersonal skills that enable them to make healthy choices and establish health promoting behaviors.

XIII. Assignment Descriptions/ Assessment Criteria:

1. Analysis of Situations: Weekly during the quarter you will be given situations to analyze. For each situation you need to write up a summary of what was done wrong and what you would have done differently if you had been in the situation. Your response should be at least one paragraph, but no longer than one page. These assignments should be typed. There will be 7 situations worth 10 points each. Total 70 points.

2. Procedures Notebook: You will need to write procedures for how the following issues can be dealt with in a child care center environment;
   a. Precautions to take in preventing the spread of communicable diseases (to include, recognition of early symptoms, hand washing requirements for children and staff, universal precautions, & exclusion policy)
b. Maintaining health and immunizations records (to include information required for centers to keep on record and procedures for keeping the records up-to-date)

c. Administering prescribed medications (to include procedure for parent permission, storage, administering, and record keeping)

d. Indoor and outdoor safety checks (to include indoor and outdoor safety checks, ratio information, and playground safety and supervision issues)

e. Emergency drills (to include fire and tornado drill procedures, how do you prepare the children, how often are drills, supplies recommended, procedure for contacting parents in the case of an actually emergency, and preparation of classrooms for an emergency)

f. Transportation safety (to include safety restraint requirements when transporting a child or children and arrival/departure/loading/unloading procedures)

g. Reporting accidents, injuries, and illnesses (to include non-life threatening and life-threatening, parent contact procedures, and record keeping)

h. Reporting abuse and neglect (to include reporting requirements, record keeping, and techniques for working with abused and neglected children)

i. Serving meals and snacks (to include the responsibilities of the children and teachers during meals, procedures for serving, and one week menu example)

j. Introducing health and safety activities to children (how can teacher incorporate developmentally appropriate health and safety activities into their classrooms)

To develop your procedures, you need to review the child care center rules and regulations to find out what is required by law and review the recommendations from the text, notes, and class discussions. Each section will be discussed in detail when relevant to the class discussion. To complete this assignment, you can take the perspective of being an advisor for a child care center and trying to inform the center of what is best practices in each of the specified areas. This assignment should be typed. This assignment is worth 200 points. Each section is worth 20 points. Please refer to the schedule for the due date of this assignment.

3. **NM CYFD Licensing Regulations for Centers Exam**: The NM CYFD Licensing Regulations for Child Care Centers is required reading for this class. These regulations may be found online. Toward the end of the class you will be tested over your reading and understanding of these rules and regulations. The rules and regulations will also be referred to several times in the class notes. This exam is worth 100 points. There will be a review for this exam. The review will be student-directed and guided. The quality of the review sessions depend on your questions and
concerns. The exam will consist of a mixture of multiple choice, true/false, matching, and short answer.

4. **Current Events (Due each week):** You will need to bring in a current event about child health, safety, and nutrition and attach the article to an 8 x 11 inch piece of paper and write a few comments of your own about the article (what did you learn from the article, what ideas did it give you, what safety issues did it address? We will share these articles in class each week orally. Articles are due each class period for a total of 7 articles, worth 10 points each. You may not turn the articles in late. Total of 70 points.

5. **Healthy Snack Lesson plan and Presentation:** Each student is responsible for creating a lesson plan that will include planning for a healthy snack with young children. The lesson must involve child participation written in detail on the plan. The presentation of the lesson will include enough food for each student to taste, along with copies of the lesson plan (to be provided to the instructor the session prior to the assignment’s due date). Assignment is worth 25 points.

6. **Weekly Menu Plan:** Each student will plan the lunch and snack menu for children ages 3-5 for one month. Students must follow the Child and Adult Care Food Program requirements. Each snack/lunch item must include the amount to be served. The assignment is worth 50 points.

7. **Playground Analysis:** Each student will be responsible for visiting a playground at a neighborhood park, preschool, or day care center, and analyze the environment for safety. What ages of children does this playground serve? Is the environment safe for young children? Does the playground meet CYFD Licensing Standards for outdoor environments? What is the fall height of equipment and depth of absorbing materials beneath them? Are there any pieces of equipment that are designed and safe enough for the very young? Are their swings constructed appropriately for safety? Are there fences surrounding the area? Is all of the equipment in working order or is it “run down and out of commission”? Are there any small slides? Is there a sandbox area? Sketch the layout and include a 2 page write-up of your findings and recommendations. You may include a re-sketch as extra credit. This assignment is worth 25 points.
Point Distribution of Exams and Assignments:

<table>
<thead>
<tr>
<th>CLASSROOM ACTIVITY</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Situations</td>
<td>70 points</td>
<td></td>
</tr>
<tr>
<td>Procedures Notebook</td>
<td>200 points</td>
<td></td>
</tr>
<tr>
<td>NM CYFD Licensing Regulations for Centers Exam</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Current Events (Due each week)</td>
<td>70 points</td>
<td></td>
</tr>
<tr>
<td>Healthy Snack Lesson plan and Presentation</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Weekly Menu Plan</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Playground Analysis</td>
<td>25 points</td>
<td></td>
</tr>
</tbody>
</table>

ASSIGNMENTS
Formative evaluation measures will be used to determine the most beneficial assignments for students. A total of 6000 points will be awarded.

QUIZZES
If students are not prepared for class by reading the assigned chapters, a pop quiz will be given at the discretion of the instructor. The overall point system will be modified and adjusted accordingly.

XIV. Internet sites or databases:

XV. Late Work must have prior authorization from the instructor. Points will be deducted for all late assignments.

XVI. Students with Disabilities:

Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.
XVII. NNMC Incomplete Policy:

The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale: Total Points 540, Attendance and Participation 60 = 600 Points

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
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</thead>
<tbody>
<tr>
<td>A = 90-100%</td>
</tr>
<tr>
<td>B = 80-89%</td>
</tr>
<tr>
<td>C = 70-79%</td>
</tr>
<tr>
<td>D = 60-69%</td>
</tr>
<tr>
<td>F = less than 60%</td>
</tr>
</tbody>
</table>

XX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
CLASS REQUIREMENTS
All students will be required to conform to the following policies:

1. Attend class and be an active participant in all class sessions.

2. Collaboratively work with other students in group activities.

3. Turn in assignments on time. Late assignments, if accepted, will receive a lower grade.

4. Assignments will be professionally presented. They will be clearly written, typed and free of mechanical errors (e.g., grammar, punctuation, spelling, etc.)

CLASSROOM POLICY NOTES

1. An attendance sign-in sheet will be provided at the beginning of each class. If you arrive late it is your responsibility to ensure your signature is on it. Successful completion of this course is contingent upon your presence. If you are absent, it is your responsibility to get lecture notes from another student

2. If for any reason you need to leave class early, let the instructor know. Write your time of departure on the attendance sheet next to your signature when you sign in.

3. Inform the instructor if an emergency or family crisis arises prior to class.

4. The instructor is available to respond to your questions about assignments. Please try to ask days in advance before the assignment is due.

5. Treat your instructor and peers with respect. Avoid behavior that is distracting or rude. Refrain from holding personal conversations during lectures and classroom activities.

6. Turn off all cell phones. If you are expecting an emergency phone call, inform the instructor before class. Place your phone on vibrate, and step out of the classroom to answer the call.

7. Texting in class will not be tolerated. This behavior is rude towards your instructor as well as your classmates.

8. Use the syllabus as a reference and refer to it on a weekly basis to ensure you do not forget an assignment. It provides you with information which will help you be successful.
<table>
<thead>
<tr>
<th>SESSION DATE</th>
<th>TOPIC</th>
<th>NM Teacher Competency</th>
<th>ASSIGNMENTS</th>
<th>Knowledge Skill or Disposition# in The Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 22 &amp; Feb. 5</td>
<td>Overview of class /Overview Introductions, Interrelationship of health safety and nutrition, Confidentiality Policies and Procedures of the Childcare Facility, Infant Care: A Growing Need/SIDS</td>
<td>B1</td>
<td>Homework/Lab: SIDS online training, Current Event, Analysis of Situation</td>
<td>B1</td>
</tr>
<tr>
<td>March 12</td>
<td>Culturally Sensitive Menu Planning, Planning for Food Allergies, Meal Service Roles, Snack Presentations</td>
<td>B7</td>
<td>Current Event, Analysis of Situation, Weekly Menu Plan Due</td>
<td></td>
</tr>
<tr>
<td>March 16-22</td>
<td>Spring Break</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Date Range</td>
<td>Topic</td>
<td>Section</td>
<td>Additional Information</td>
<td>Section</td>
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<tr>
<td>April 9 &amp; April 16</td>
<td>Child Abuse and Neglect. Reporting, Identifying, Immunizations and Communicable Diseases Comparison of HIS and CYFD regulations</td>
<td>B3, B4</td>
<td>Current Event, Analysis of Situation Readings for next week: page 193-201</td>
<td>B3, B4</td>
</tr>
<tr>
<td>April 23 &amp; April 30</td>
<td>Community Resources</td>
<td>B4</td>
<td>Current Event, Analysis of Situation Readings for next week: Policies and Procedures Due</td>
<td>B4</td>
</tr>
<tr>
<td>May 7</td>
<td></td>
<td></td>
<td>Current Event, Analysis of Situation Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
ECE 222: Class Assignments

1) Chapter reflection guidelines: Each chapter reflection is due the week after the chapter is assigned. Your 1-2 page Ch. Reflection should be typed and be guided by the following questions:

What stood out for you in this chapter or article? In what ways does the content of this chapter connect to your current or future work with young children or your own upbringing? What further questions do you have?

2) Bring a multicultural book to class often to share with the class.

3) Assignments are in addition to your chapter reflection.

Assignment 1: Review one of the Helpful Websites listed on page 68 and present it to the class via the Smartboard. Due 2/11/15

Assignment 2: Bring a multicultural book to class and demonstrate how you can use the book to engage students in speaking and listening activities. Due 2/25/15

Assignment 3- Midterm project: Choose a New Mexico author of children’s literature. Write a 4-5 page essay about the author highlighting their background, the books they have written, and how you can use one or more of the author’s books in an early childhood classroom. Be sure and include for each book at least five “spin off” literacy development activities. Present your books or books and an example of the related activities in class. Use ideas from Chapter 8! The presentations and essay are due on 3/11/15

Assignment 4: Create a plan for partnering with family and community members to promote early literacy. 2-3 pages. Choose your format. Due on

Assignment 5- Final Project: Objective: Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level by:

1> Writing a five page paper (outlined below)
   a) Identify the multiple factors impacting language development.(one page)
   b) Describe the sequence of language development and how it is assessed.(one page)
   c) Develop an understanding of the relationship between communication and emergent literacy. (one page)
   d) Identify and discuss emergent reading and writing skills for all children.(one page)
   c) Chart the continuum of emergent literacy.(one page or poster)

2) Planning and demonstrating two activities that facilitate the development of emergent literacy skills.
ECE Introduction to Language Literacy and Reading

**DISPOSITIONS**
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

**KNOWLEDGE PRINCIPLE**

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

**KNOWLEDGE PRINCIPLE**

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

**KNOWLEDGE PRINCIPLE**

1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

**KNOWLEDGE PRINCIPLE**

9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

**KNOWLEDGE PRINCIPLE**

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

**KNOWLEDGE PRINCIPLE**

4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

**SKILLS**

1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3
II. Semester: Spring, 2015
III. Course: ECE 222: Intro to Language, Literacy, and Reading
IV. Course Time and Place: TEC 208, Wednesdays, 5:00 – 7:30 pm, January 21 – May 15th
V. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Marcia Brenden, PhD</th>
<th>Communication Information: <a href="mailto:mbrenden@nnmc.edu">mbrenden@nnmc.edu</a></th>
<th>Office Hours: By appointment</th>
</tr>
</thead>
</table>

VI. Required Texts:

*Early Literacy in Preschool and Kindergarten: A Multicultural Approach*
(Beaty & Pratt, 2011)

Scholarly Articles as assigned

VII. Course Description

This course is designed to prepare early childhood professionals for promoting children’s emergent literacy and reading development in preschool and kindergarten. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children’s oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children using multicultural children’s literature to engage all children. Also instructional approaches and research-based strategies that support the emergent literacy and reading skills of native speakers and English learners will be presented.

VIII. Competencies and Course Goals/Objectives

This course is part of the articulated Universal Catalog of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico Public Education Department’s Common Core Competencies for early childhood professionals.

Upon completion of this course, students will be able to demonstrate the following competencies, at the established levels of proficiency:
A7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
   a. Describe the relationship between children’s language development and cognitive, social, and emotional development.
   b. Use observations of language expressed by infants, toddlers, preschoolers, and school-age children to plan cognitive, social, and emotional development activities.
   c. Identify and develop language-based activities that support cognitive, social, and emotional growth and development.

A8. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.
   a) Use observations and describe the language of infants, toddlers, preschoolers, and school-age children in the context of family and culture.
   b) Describe the relationship between language development and cognitive development.
   c) Demonstrate knowledge of language and literacy development.
   d) Develop activities that promote development of language and literacy in the context of the family and culture.

A9. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.
   a) Observe and identify how children develop and use communication strategies to meet their needs.
   b) Describe how adults support the child’s use of verbal, non-verbal, and alternative means of communication.
   c) Describe the theoretical foundations related to the acquisition and use of verbal, non-verbal, and alternative means of communication.
   d) Identify appropriate strategies to respond to children’s communication cues.

C8. Develop partnerships with family members to promote early literacy in the home.
   a) Identify ways to communicate with families about the importance of emergent literacy activities in the home.
   b) Identify a variety of literacy materials suitable for use in the home.
   c) Identify ways to support families’ use of literacy materials with their children.
   d) Share community resources with families to promote literacy.

C10. Establish partnerships with community members in promoting literacy.
   a) Identify ways to develop partnerships with community members in promoting child and family literacy.
   b) Identify community-based literacy activities and events that may be integrated into the curriculum.

D4. Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level.
   a) Identify and Discuss the multiple factors impacting language development.
   b) Describe the sequence of language development.
   c) Develop an understanding of the relationship between communication and emergent literacy.
   d) Identify and discuss emergent reading and writing skills for all children.
   e) Describe the continuum of emergent literacy.
   f) Plan and implement activities that facilitate the development of emergent literacy skills.

D7. Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum.
a) Identify a variety of anti-bias materials, literature, and experiences appropriate for young children.
b) Evaluate various early childhood materials, literature, and experiences that perpetuate bias or foster anti-bias.
c) Plan a curriculum that reflects and celebrates each child’s diversity.
d) Discuss the impact of bias on self-concept/esteem, educational success, aspirations and school/community participation.

**E9. Create and manage a literacy-rich environment that is responsive to each child’s unique path of development.**

a) Observe and identify typical stages of oral language development of children and identify characteristics of language difference.
b) Describe individual children’s use of language in various settings.
c) Describe forms of symbolic representation.
d) Plan and implement a literacy-rich environment that encourages children’s use of language and other forms of symbolic representation.

**E10. Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.**

a) Identify ways to interact with young children to facilitate the development of expressive language and thought.
b) Support young children’s expressive language development by interacting with them in ways that facilitate language development.
c) Implement a variety of learning strategies to facilitate expressive language and thought in young children.

**E11. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills.**

a) Describe the developmental stages of reading and writing.
b) Describe strategies to support children’s reading and writing skills at each developmental level.
c) Plan and implement developmentally appropriate strategies to support children’s reading and writing skills.

**IX. Attendance** (measured by class sign-in sheets) and class participation: Regular attendance and participation are necessary. Students are responsible for the content of each class. Unexcused absences may result in lower grade;

**X. Class Topics, NM Teacher Competencies and Assignments:**
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed: 1/21/15</td>
<td>Intro to course</td>
<td>A7, A8</td>
<td>Read Ch 1 in text. Chapter reflection: due next week.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Notes</td>
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<tr>
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<tr>
<td>Wed: 1/28/15</td>
<td>Ch. 1: Foundations of Early Literacy</td>
<td>A7,A9,D4,E10 Read Chapter 2 Chapter Reflection due next week</td>
<td>K4, K7</td>
</tr>
<tr>
<td>Wed: 2/4/15</td>
<td>Ch 2: A Multicultural Perspective</td>
<td>A7,A9,D4,E10 Read Ch. 3: Chapter reflection and Assignment 1 due next week</td>
<td>K4, K7</td>
</tr>
<tr>
<td>Wed: 2/11/15</td>
<td>Ch 3: Language Emergence</td>
<td>E9 Read Chapter 4 :Chapter reflection due next week</td>
<td>K4, K2, K6, D2</td>
</tr>
<tr>
<td>Wed: 2/18/15</td>
<td>Ch. 4: Music as a Natural Language</td>
<td>E9 Read Ch. 5: Chapter reflection due next week and Assignment 2.</td>
<td>K4, K2, K6, K7, D2</td>
</tr>
<tr>
<td>Wed: 2/25/15</td>
<td>Ch. 5: Speaking and Listening</td>
<td>D4, D7 Present plan for midterm essays and presentation Assignment 3: Mid term essays and presentations due next week Assignment 4: Develop and present a plan to partner with family and community members to promote early literacy at home and the community. Due 3/25 NO CLASS</td>
<td>K3, K2, K1, K7, D2, K3, K2, K1, K7, D2, E11,K3,K2,K1, K7,D2</td>
</tr>
<tr>
<td>Wed: 3/4/15</td>
<td>Discuss midterm essay and presentation requirements</td>
<td>D4, D7</td>
<td></td>
</tr>
<tr>
<td>Wed: 3/11/15</td>
<td>Mid Term essays and presentations</td>
<td>A7, A9,C8, C10,D4, D9</td>
<td></td>
</tr>
<tr>
<td>Wed: 3/18/15</td>
<td>Mid term Break</td>
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<tr>
<td>Wed: 3/25/15</td>
<td>Partnering with Families and Communities</td>
<td>C8, C10 Read Chapter 6 and Article Chapter Reflection due</td>
<td>K3, K2, K1, K7,D2</td>
</tr>
<tr>
<td>Wed: 3/29/15</td>
<td>No Class SPRING BREAK</td>
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<tr>
<td>Wed: 4/1/15</td>
<td>Ch. 6: Art as a Natural Language</td>
<td>D4, E11 Read Chapter 7 Chapter Reflection due</td>
<td>K3. K2, K1, K7,D2</td>
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<tr>
<td>Wed: 4/8/15</td>
<td>Becoming a Writer</td>
<td>D4, E11 Read Chapter 8 Chapter Reflection</td>
<td>K3. K2, K1, K7,D2</td>
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<tr>
<td>Wed: 4/15/15</td>
<td>Ch. 8: How Reading Emerges</td>
<td>D4, E11 Read Chapter 9 and 10 Chapter Reflections</td>
<td>K3, K2, K1, K7,D2</td>
</tr>
<tr>
<td>Wed: 4/22/15</td>
<td>Ch. 9: Home Book Experience Ch. 10 Becoming a Reader</td>
<td>D4, E11 Assignment 5: Final project – work on five page essay.</td>
<td>K3,K2, K1,K7,D2</td>
</tr>
<tr>
<td>Wed: 4/29/15</td>
<td>Literacy partnerships with families and community.</td>
<td>A8,C8,C10 Final paper due next week</td>
<td>K9, K7</td>
</tr>
</tbody>
</table>
XI. Assessment Criteria:

This course is competency based. Student competency will be evaluated through a variety of assignments. The assignments are listed on the attached Assignment Sheet.

- Attendance 20%
- Reflection Question responses due for each chapter 10%
- Mid-Term Exam/Project: 20%
- Final Project Essay 30%
- Final Project Activities presentation 10%

A+ 97-100%; A= 93-96%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XII. Late Work: Will only be accepted with permission of the instructor.

XIII. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Special Needs liaison at NNMC is Ms. Rebecca Cabildo.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
1. **Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching:** The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and development.

4. **Learning:** The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism:** The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity:** The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism:** The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration:** The teacher candidate works productively with colleagues, parents and community.

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**DISPOSITIONS**

1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

**SKILLS**

1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

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**KNOWLEDGE PRINCIPLE**

- Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3 credits

II. Semester Taught: Spring 2015

III. Course Time and Place: Hybrid Course. Face to face meetings Jan 31st; Feb 28th; March 28th; April 18th; May 2nd.

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information: 505-7475463; <a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a></th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rose Cavalcante</td>
<td></td>
<td>TU 2-4;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WED 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TH – 2-4</td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings: NM Early Learning Guidelines

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions. Missing one weekend face to face class may result in course failure to the discretion of the instructor.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Catalog Course Description:

This course explores various theories of child guidance and the practical applications of each. It
provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach.

X. Course Objectives and Competencies

A.6 – Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political context for development and learning and recognize that children are best understood in the contexts of family, culture and society.

A.7 – Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.

A.10 – Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.

A.11 - Use appropriate guidance to support the development of self-regulatory capacities in young children.

B.1 – Recognize and respond to each child’s physical health, intellectual and emotional well-being, and nutritional and safety needs.

C.1 - Demonstrate knowledge and skills in building positive, reciprocal relationships.

C.4 – Demonstrates knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child rearing practices.

C.7 – Demonstrate the ability to incorporate the families’ desires and goals for their children into classroom or intervention strategies.

E.3 – Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.

E.7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these perspectives to promote children’s development and learning.

E.9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning.

NNMC College Wide Goals

1) Communication

NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.

NNMC 1.b - Speak coherently and appropriately for various audiences and situations.

NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.

2) Critical Thinking

NNMC 2.a – Analyze and synthesize information

NNMC 2.d – Function as independent thinkers and as members of collaborative groups.

3) Cultural Competence

NNMC 3.a - Understand and appreciate cultural diversity

Revised August 15, 2014
4) Information Competency and Research
NNMC 4.b - Locate relevant information in printed and electronic from and credit it properly

NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

NNMC 4.f - Use the internet to communicate effectively through e-mail and other communication tools.

XI. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico State Department of Education's Common Core Competencies for early childhood professionals and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Common Core Competencies for early childhood professionals</th>
<th>Assignment to Demonstrate Meeting the Competency/Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
<th>NNMC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to guidance</td>
<td>A7, A10, E3</td>
<td>Online discussion</td>
<td></td>
<td>1.a; 2.a;</td>
</tr>
<tr>
<td>01/31/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.d; 4.f</td>
</tr>
<tr>
<td>Week 2</td>
<td>Understanding challenging behaviors; family stressors that impact children’s behaviors</td>
<td>A7, A10, E3</td>
<td>Online discussion</td>
<td></td>
<td>2.a; 2.d;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.f</td>
</tr>
<tr>
<td>Week 3</td>
<td>Family Collaboration</td>
<td>C4, C7, A6</td>
<td>Online discussion</td>
<td></td>
<td>1.a; 2.a;</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>2.d; 4.f</td>
</tr>
<tr>
<td>Week 4</td>
<td>Family Collaboration</td>
<td>C4, C7, A6</td>
<td>Online discussion</td>
<td></td>
<td>1.a; 2.a;</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>2.d; 4.f</td>
</tr>
<tr>
<td>Week 5</td>
<td>Family Collaboration</td>
<td>C4, C7, A6</td>
<td>Parenting Training/Workshop</td>
<td></td>
<td>1.a; 1.b;</td>
</tr>
<tr>
<td>02/28/15</td>
<td></td>
<td></td>
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<td>2.a; 3.a;</td>
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<td></td>
<td></td>
<td></td>
<td>4.b; 4.e</td>
</tr>
<tr>
<td>Week 6</td>
<td>Attachment, bonding and bonding relationships</td>
<td>C4, C7, A6</td>
<td>Online discussion</td>
<td></td>
<td>1.a; 2.a;</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>2.d; 4.f</td>
</tr>
<tr>
<td>Week 7</td>
<td>Relationships with families; cultural and linguistic responsiveness</td>
<td>C4, C7, A6</td>
<td>Online discussion</td>
<td></td>
<td>1.a; 2.a;</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.d; 4.f</td>
</tr>
<tr>
<td>Week 8 03/22/15</td>
<td>Guidance techniques; observing children’s behaviors;</td>
<td>E3, E7</td>
<td>Social-emotional lesson</td>
<td>1.a; 1.b; 2.a; 3.a; 4.b; 4.e</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Maintaining records; document behavior</td>
<td>E3, E7</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d;4.f</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Developmentally appropriate strategies for resolving conflicts; managing environments; designing daily schedules</td>
<td>E3, E7</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d;4.f</td>
<td></td>
</tr>
<tr>
<td>Week 11 04/18/15</td>
<td>Positive guidance strategies</td>
<td>E3, A7, F9</td>
<td>Paper/power point presentation</td>
<td>1.a; 1.b; 2.a; 3.a; 4.b; 4.e</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Guidance techniques and classroom management</td>
<td>E3, A7, F9</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d;4.f</td>
<td></td>
</tr>
<tr>
<td>Week 13 05/02/15</td>
<td>Bridging home and school; Creating individualized positive guidance plans</td>
<td>E3, A7, F9</td>
<td>Case Study</td>
<td>1.a; 1.b; 2.a; 3.a; 4.b; 4.e</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Fostering motivation in children; Strategies to promote self-regulation/ Self-regulation and temperament</td>
<td>A11</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d;4.f</td>
<td></td>
</tr>
</tbody>
</table>

XII. Assignment Descriptions/ Assessment Criteria:

1) **CASE STUDY** – Observe a child/interacting playing with other children. Take detailed notes describing the environment, what the child (in objective terms) is doing; how others (peers and teachers) respond to his/her behavior, etc. Does the child exhibit any inappropriate behaviors? If so, focus on that particular behavior, such as, for example, did the child hit another child? Did the child refused to comply with teacher’s requests? Once you identified the “problem behavior” that needs to be changed, use the observation sheet provided to identify: 1) What happened just before the problem behavior/what triggered it? 2) What were the consequences of the behavior/what happened just after the behavior? After determining those factors, develop a plan, making recommendations for addressing the behavior. For example, do changes need to be made in the classroom environment? Do the adults need to change their responses to the behavior? Does the child lack socio-emotional skills to be successful? Make plan outlining how to help this child develop the needed skills.
and improve her behavior.

2) **PAPER AND POWER POINT PRESENTATION**

You should choose a topic and write a 5 to 7 page paper on a TOPIC RELATED TO Early Childhood Guidance(suggestions are listed below). You should do the citations in the paper and write your reference page using APA style (go to Northern website, click on Library, click on find a journal article, click on APA Style). You should use at least two printed academic references (journal articles and book chapters).

You should also prepare a power point presentation of your paper. The presentation should be 20 minutes long. Before submitting the final version of the paper you should visit NNMC Writing center. After reviewing their feedback you should then write the final draft of the paper. You should also submit the rough draft copy of the paper with the writing center stamp on it.

**Topics’ Suggestion:**
- Attachment
- Discipline in early childhood
- Parenting Training
- Inclusive classroom environments in early childhood
- Social-emotional learning
- Behavior modification Principles

3) **Emotional-Learning lesson plan** – Write a lesson plan addressing social-emotional learning goals. You will present your lesson to the class as you were teaching a pre-K class. Bring all the materials you will need to teach your lesson (books, puppets, etc.). A list of resources online is provided for you online.

4) **Parent Presentation on positive discipline** – Research books and the internet for best parenting practices and resources. After that, prepare a 20 minute power point presentation for parents on how to deal with children’s inappropriate behaviors and discipline in a positive way.

5) **Weekly online discussions based on textbook readings and Early Learning Guidelines**

XIII. **Late Work:**
Your work is due on the date indicated on the syllabus.

XIV. **Students with Disabilities:**
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations.

Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-
2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVI. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:
Weekly discussions- 30%
Paper and presentation – 20%
Case study – 20%
Emotional Learning Lesson plan – 15%
Parent Presentation – 15%

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XVIII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XIX. Online discussions guidelines

The on line discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content. Online discussions should be a learning experience for all students. Postings and replies should
be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard e mail and not posted on the discussion board.

XX. .Cell phone policy

Use of cell phones is forbidden during face to face classes. Please turn it off when entering the classroom. Texting is also forbidden during class.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3
II. Semester Taught: Spring 2015
III. Course Time and Place: 4:00 pm to 6:30 pm. Education Building Room 201
IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deirdra Montoya</td>
<td><a href="mailto:Deirdra.montoya@nnmc.edu">Deirdra.montoya@nnmc.edu</a></td>
<td>Upon Request</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings:
- New Mexico Early Learning Outcomes Birth through Kindergarten, July 2014

VII. E-Mail Requirement: all Students attending NMMC must use their NNMC e-mail account when communicating electronically about NNMC relates business. If you are having trouble please contact IR at 505-747-2259.

VIII. Attendance: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure Requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic skill/teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent any application form consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (subtests I and II)
   c. Essential components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Description:

XI. Course Objectives:
This course is designed to familiarize students with a variety of culturally appropriate assessment methods and instruments, including systematic observation. The course addresses the development and use of formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals, and families in the process.

XII. Class Topics. NM Teacher Competencies and Assignments:
NNMC college of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern college of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
1. Demonstrate knowledge of assessment and evaluation practices that are valid and appropriate.
2. Demonstrate knowledge of maintaining appropriate records of children’s development and behavior that safeguard confidentiality and privacy.
3. Demonstrate knowledge of the educator’s role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual Family Service Plans (IFSP), and Individual Education Plans (IEP).
4. Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning assessment outcomes.
5. Involve the family and as appropriate other team members in assessing the child’s development, strengths, and needs in order to set goals for the child.
6. Share assessment results as appropriate with families in clear supportive ways.
7. Involve all stakeholders in program evaluations.
8. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.

9. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

10. Use both self and collaborative evaluations as part of on-going program evaluation.

11. Using portfolio assessments
12. Linking assessment to curriculum and learning goals and objectives

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicted below. Every course in a candidates program will address one or more of these four (4) outcomes. Applicable SLO's are indicated in the rightmost column of the table (see NNMC SLO).

College wide Student Learning Outcomes
1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means.
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
XIII. Assignment Descriptions/ Assessment Criteria:

ECED 295 ASSIGNMENTS

Point Distribution of Exams and Assignments:

<table>
<thead>
<tr>
<th>CLASSROOM ACTIVITY</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (25 questions 2 points each)</td>
<td>50 points</td>
<td>A = 315 – 350</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B = 280 – 314</td>
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<td></td>
<td>C = 245 – 279</td>
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<tr>
<td></td>
<td></td>
<td>D = 210 – 244</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = less than 210</td>
</tr>
<tr>
<td>Exam 2 (25 questions 2 points each)</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Exam 3 (25 questions 2 points each)</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Consent Letter for Anecdotal Observation (assignment)</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Anecdotal Observation (assignment)</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Group Portfolio/Report (assignment)</td>
<td>75 points</td>
<td></td>
</tr>
<tr>
<td>Personal Portfolio / Presentation (assignment)</td>
<td>75 points</td>
<td></td>
</tr>
</tbody>
</table>

ASSIGNMENTS

Formative evaluation measures will be used to determine the most beneficial assignments for students. A total of 350 points will be awarded.

QUIZZES

If students are not prepared for class by reading the assigned chapters, a pop quiz will be given at the discretion of the instructor. The overall point system will be modified and adjusted accordingly.

EXAMS

Three exams will be given. The exams will be based on chapter readings, lecture content, and classroom activities. Formative evaluation measures will be used to determine the length and difficulty level of the exams.

ALL ASSIGNMENTS WILL BE TYPE WRITTEN AND WHEN POSSIBLE, IN APA STYLE

Anecdotal Observation

Choose a child between the ages of three and four. Observe the child for the given domain you will be assigned. The observation should be a minimum of 30 minutes. Document the date of the observation, the start time and end time. Refer to the child in your anecdotal recording in terms of the letter “p” (preschooler). Do not use the child’s name. Write down the child’s factual behavior recounting the event. Record the event in terms of where, who, and what is happening. A picture of the event will be attached. This assignment does not try to answer why a particular situation is happening. Have the child’s parent sign and date the consent letter prior to the observation. This assignment is worth 25 points.
Consent Letter for Anecdotal Recording
Each student will write a consent letter to the guardian or parent(s) of the preschool child chosen for the anecdotal recording. This assignment will be graded for the following content: 1) formal letter format, 2) your name somewhere in the body of the letter, 3) describe the purpose of the portfolio assignment, 4) inform the parent or guardian that all info will be kept confidential, 5) let parent or guardian know that it may be used as part of your exit portfolio, 6) the child’s name will not be used, 7) request permission to observe, document data, and take photographs, 8) your signature appears on letter, 9) parent’s or guardian’s signature appears on the letter. This assignment is worth 25 points.

Group Portfolio
All the anecdotal recordings will be compiled and copied. Each group consisting of two students will receive a copy/packet. As a group you will use the assigned pages from Gronlund & Engel’s text and develop a Focused Portfolio using the information from the anecdotal recordings/packet. The encasement of your portfolio will be personal preference, and creativity is encouraged. You will choose a child’s picture (yours or your partner’s preschooler) to use in your portfolio. A report will be attached and will include the following information: 1) child’s pseudo name which will begin with the letter “p”… the picture will help determine the sex and name of the child, 2) family background history, medical and educational history, 3) child’s strengths and weaknesses, 4) learning strategies, 5) thinking and learning processes, 6) learning modalities, 7) analysis of error patterns, qualitative and quantitative differences in development, 8) milestones accomplished, 9) progress made, 10) summary of findings, 11) recommendations to help the child in the future. The report will be a minimum of three complete pages. The final grade will be awarded as a team based on the content of the portfolio and the report. This assignment is worth 75 points.

Personal Portfolio / Presentation
Each student will develop a portfolio system for systematic assessment and present it to the class. The portfolio should be developed for an early childhood program of your choice (birth to third grade). Only blank forms will be included in this activity. Failure to cite your sources will result in a grade of 0 points. You may only use one page from Gronlund’s text, and one page from the handouts you may receive. The rest of the pages will be developed by the student using the information learned in class. A detailed explanation of this assignment will be provided. This assignment is worth 75 points.

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

A. Required Professional Competency-Based Artifact Rubric

B. Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases:


XV. Late Work: Your work is due on the date indicated on the syllabus.

XIV. Students with Disabilities:

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VII. Grading Scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>315 - 350</td>
</tr>
<tr>
<td>B</td>
<td>280 - 314</td>
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<tr>
<td>C</td>
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</tr>
<tr>
<td>D</td>
<td>210 - 244</td>
</tr>
<tr>
<td>F</td>
<td>less than 210</td>
</tr>
</tbody>
</table>

XX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not
resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.

CLASS REQUIREMENTS

All students will be required to conform to the following policies:

1. Attend class and be an active participant in all class sessions.
2. Collaboratively work with other students in group activities.
3. Turn in assignments on time. Late assignments, if accepted, will receive a lower grade.
4. Assignments will be professionally presented. They will be clearly written, typed and free of mechanical errors (e.g., grammar, punctuation, spelling, etc.)

CLASSROOM POLICY NOTES

1. An attendance sign-in sheet will be provided at the beginning of each class. If you arrive late it is your responsibility to ensure your signature is on it. Successful completion of this course is contingent upon your presence. If you are absent, it is your responsibility to get lecture notes from another student.
2. If for any reason you need to leave class early, let the instructor know. Write your time of departure on the attendance sheet next to your signature when you sign in.
3. Inform the instructor if an emergency or family crisis arises prior to class.
4. The instructor is available to respond to your questions about assignments. Please try to ask days in advance before the assignment is due.
5. Treat your instructor and peers with respect. Avoid behavior that is distracting or rude. Refrain from holding personal conversations during lectures and classroom activities.
6. Turn off all cell phones. If you are expecting an emergency phone call, inform the instructor before class. Place your phone on vibrate, and step out of the classroom to answer the call.
7. Texting in class will not be tolerated. This behavior is rude towards your instructor as well as your classmates.
8. Use the syllabus as a reference and refer to it on a weekly basis to ensure you do not forget an assignment. It provides you with information which will help you be successful.
<table>
<thead>
<tr>
<th>SESSION DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 23</td>
<td>Overview of class /Overview of assignments / Assessment models / Professional Responsibility/ Assessment Vocabulary</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>Feb. 6</td>
<td>An overview of Assessment in Early Childhood The Focused Portfolios Process Class List Logs</td>
<td>Wortham Chapter 1 Gronlund Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Feb. 13</td>
<td>The Assessment Cycle / Observations / Brigance Documenting Developmental Milestones <em>Anecdotal Recordings</em> / Anecdotal Domains assigned</td>
<td>Wortham Chapter 2 Gronlund Chapter 2</td>
<td><em>Consent Letter Due</em></td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Systematic Observation Using Work Samples / The Documentation Process Reviewing for Exam 1 / Anecdotal domains assigned</td>
<td>Wortham Chapter 3 Gronlund Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Feb. 27</td>
<td><strong>Exam 1</strong>: Wortham &amp; Gronlund / Lecture Notes …………….. Multiple Windows / Sources of Information Fitting Documentation Checklists / <em>Work</em></td>
<td>Wortham Chapter 4 Gronlund Chapter 4</td>
<td><em>Anecdotal Observation Due</em></td>
</tr>
<tr>
<td>March 6</td>
<td>Recording Procedures Refining Anecdotal Observations <em>Rating Scales</em></td>
<td>Wortham Chapter 5 Gronlund Chapter 5</td>
<td></td>
</tr>
<tr>
<td>March 13</td>
<td>Compiling and Summarizing Information Curriculum Planning Portfolios</td>
<td>Wortham Chapter 6 Gronlund Chapter 6</td>
<td></td>
</tr>
<tr>
<td>March 16-22</td>
<td>Spring Break…………………………………………………………………</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 27</td>
<td><strong>Exam 2</strong>: Wortham/Gronlund / Lecture Notes 4:00 to 5:00</td>
<td>5:00 to 7:00 / Plan on working on your group or individual portfolio. Come prepared with necessary materials / items.</td>
<td></td>
</tr>
<tr>
<td>April 3</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 10</td>
<td>Assessment Interpretation Cultural and Linguistic Factors Frequency Counts</td>
<td>Wortham Chapter 7 Gronlund Chapter 7</td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>Using Assessment Information Writing Behavioral Objectives IEP / IFSP</td>
<td>Wortham Chapter 8 Gronlund Chapter 8</td>
<td></td>
</tr>
<tr>
<td>April 24</td>
<td>Standardized Tests Brain Hemisphere Dominance <em>Time Samples</em></td>
<td>Wortham Chapter 9 Gronlund Chapter 9</td>
<td><em>Group Portfolio Due</em></td>
</tr>
<tr>
<td>May 1</td>
<td>Reporting Assessment Results Preparing for Family Conferences Environmental Rating Scales</td>
<td>Wortham Chapter 10 Gronlund Chapter 10</td>
<td></td>
</tr>
<tr>
<td>May 8</td>
<td>Personal Portfolio Presentations</td>
<td>None</td>
<td><em>Individual Personal Portfolio Due</em></td>
</tr>
<tr>
<td>May 15</td>
<td><strong>Final Exam</strong>: Wortham &amp; Gronlund / Lecture Notes…………………..</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Northern New Mexico College
College of Education
EDUCATION ED 201 and ED 213 (Field Experience)
Foundations of Education
Spring 2015

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours for ED201: 3; Credits for ED213:1 credit

II. Semester Taught: Spring 2015

III. Course Time and Place: Tuesdays 4:00 to 6:30; TEC 112

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Rose Chiovitti-Cavalcante</th>
<th>Communication Information: <a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> (preferred) /and 7475463</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours:</td>
<td>TU 2 -4 pm</td>
<td>W 3-4 pm</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: Additional materials, such as the Marzano Rubric, etc. may be found online on Blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Instructor will not communicate with students through their personal emails.

VIII. Attendance:
Attendance is required for all class sessions. Attendance and active participation in classes will be expected since this class will be mostly discussion-based. Your participation in class is a positive disposition and it will be a demonstration of professional commitment. Also, research indicates that exposure to and active responding and processing of information during classes leads to a better long-term retention and application. Late arrivals and early departures to and from class will be considered as a missed class.

IX. Catalog Course Description:
ED201
This course introduces you to the basics of the teaching profession. It includes societal expectations of teachers, social problems which impact students, essential knowledge needed for teaching, recent reforms in education, historical
perspectives on education, the role of schools in today’s society, school governance, and the legal and ethical issues in education. Further, you will be expected to begin to articulate your philosophy of education.

**Co-requisite:** ED213

**ED213**
You will do initial observations of classroom environments and determinations of what classroom teachers do. You will participate in seminars and observe 37.5 hours of classroom instruction in the field.

**Co-requisite:** ED 201

**X. Course Objectives:**
Upon completion of the course, the students will:

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>CONCEPTUAL FRAMEWORK</th>
<th>NM COMPETENCIES</th>
</tr>
</thead>
</table>
| 1. Be aware of and reflect upon their choice of education as their future profession | K 8, 8  
S 1  
D 3 | A 1, 2, 3, 4, 5, 6, 7 |
| 2. Become familiar with the knowledge and competencies teachers need to have.     | K 3, 9  
D 1, 3 | K 2, 9, 12, 14 |
| 3. Understand the nature and significance of effective management and organizational skills in the classroom. | K 6, 7  
S 2  
D 1, 3 | C 4, 7 |
| 4. Understand the nature of pluralistic classrooms and the impact of culture and society on school and education | K 2, 5, 7  
D 1, 2, 3 | F 1, 3, 5  
H11 |
| 5. Understand professional ethics, legal rights and responsibilities within the educational community. | 3, 7, 9  
D 1, 2, 3 | A 5, 6, 7  
G 1, 2, 3, 4, 5, 7  
H 1 |
| 6. Develop self awareness and recognize own motivations to choose teaching as a profession and establish personal/professional goals as a future teacher. | K 8  
S 1  
D 3 | A 1, 3, 4, 5, 6, 7 |
| 7. Begin to articulate their own philosophy of teaching based on sound educational principles. | K 8  
S 1  
D 3 | A 1, 3, 4, 5, 6, 7 |
| 8. Integrates technology into planned activities including software, applications, and other tools | S1 | B7  
E1a, E1d, E2a |
NNMC College Wide Goals

1. Communication

NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.

NNMC 1.b - Speak coherently and appropriately for various audiences and situations.

NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.

2. Critical Thought

NNMC 2.a – Analyze and synthesize information

NNMC 2.d – Function as independent thinkers and as members of collaborative groups.

3. Cultural Competence

NNMC 3.a - Understand and appreciate cultural diversity

4. Information Competency and Research

NNMC 4.b - Locate relevant information in printed and electronic from and credit it properly

NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

NNMC 4.f - Use the internet to communicate effectively through e-mail and other communication tools.

XI. Class Topics, Schedule, Assignments, and NM Competencies

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and the College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition in the Conceptual Framework</th>
<th>NM teacher Competencies</th>
<th>NNMC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/21/15</td>
<td>Course Introduction Syllabus Presentation Field Placement Information</td>
<td></td>
<td></td>
<td></td>
<td>NNMC 4.f</td>
</tr>
<tr>
<td>01/27</td>
<td>The teaching profession Chapter 1</td>
<td>Worksheet chapter 1</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
<td>NNMC 1.a; NNMC 1.c</td>
</tr>
<tr>
<td>02/03</td>
<td>Today’s teachers Chapter 2</td>
<td>Worksheet chapter 2</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7 C 4,7 K2, 9, 12 14</td>
<td>NNMC 1.a; NNMC 1.c; NNMC 2.a; NNMC 4.b</td>
</tr>
<tr>
<td>02/10</td>
<td>Today’s Schools Chapter 3</td>
<td>Worksheet chapter 3</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7 F 1, 3, 5</td>
<td>NNMC 1.a; NNMC 1.c; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td>02/17</td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>02/24</td>
<td>Philosophical foundations of education Chapter 4</td>
<td>Worksheet chapter 4</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
<td>NNMC 1.a; NNMC 1.c</td>
</tr>
<tr>
<td>03/03</td>
<td>Historical Foundations of Education Chapter 5</td>
<td>Worksheet chapter 5</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7 B 7 E1a, E1d, E2a K2</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Description</td>
<td>Knowledge</td>
<td>Skill</td>
<td>Disposition</td>
</tr>
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<td>-----------</td>
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</tr>
<tr>
<td>03/10</td>
<td>School governance</td>
<td>Chapter 6 Worksheet chapter 6</td>
<td>Knowledge 8</td>
<td>Skill 1</td>
<td>Disposition 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paper Presentati on: Indian Education in NM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/17</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/24</td>
<td>Ethical and Legal Issues</td>
<td>Chapter 7 Worksheet on chapter 7</td>
<td>Knowledge 2</td>
<td>5, 7, 8, 9</td>
<td>Skill 1 Disposition 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paper Presentati on: Problem and project-based education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/31</td>
<td>Today’s students</td>
<td>Chapter 8 Worksheet on chapter 8</td>
<td>Knowledge 2</td>
<td>5, 7</td>
<td>Skill 1, 2</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
<td>Skills</td>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>-------</td>
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<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| 04/07 | Today’s Students/Individual needs (special needs) Chapter 9         | • Worksheets chapter 9  
• Paper presentation: Inclusion of students with special needs in the regular classroom  
• DUE: PED website report. | Disposition 1, 2, 3  
Knowledge 2, 5, 7  
Skill 1, 2  
Disposition 1, 2, 3 | B 7, E 1a, 1d, E2a  
F 1, 3, 5  
K2  
NNMC 1.a; NNMC 1.b;  
NNMC 1.c; NNMC 2.a;  
NNMC 2.d; NNMC 3.a;  
NNMC 4.b; NNMC 4.e |
| 04/14 | The classroom as a community Chapter 10                              | . Worksheets on Chapter 10  
• Paper presentation: Cooperative Learning  | Knowledge 2, 5, 7  
Skill 1, 2  
Disposition 1, 2, 3 | B 7, E 1a, 1d, E2a  
F 1, 3, 5  
K2  
NNMC 1.a; NNMC 1.b;  
NNMC 1.c; NNMC 2.a;  
NNMC 2.d; NNMC 3.a;  
NNMC 4.b; NNMC 4.e |
| 04/21 | NO CLASS                                                              |                                                                            |                                                                      |                                                                            |
| 04/28 | Integrating technology into teaching Chapter 12                      | Worksheets on chapter 12  
• Paper                                                                 | Knowledge 8  
Skill 1  
Disposition 3 | A 1, 2, 3, 4  
5, 6, 7  
B7  
E 1a, 1d,  
NNMC 1.a; NNMC 1.b;  
NNMC 1.c; NNMC 2.a;  
NNMC 2.d; NNMC 3.a;  
NNMC 4.b; NNMC 4.e |
### XII. Assignment Descriptions and Assessment Criteria for ED201:

#### A. Research Paper and Power Point Presentation

You should choose a topic and write a 5 to 8 page paper on the subject. You need to use at least two

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/05</td>
<td>Curriculum, Standards and Learning Chapter 11</td>
<td>Worksheet chapter 11 - Paper Standards-based education - Common Core</td>
<td>B7, E1a, E1d, E2a K2</td>
</tr>
<tr>
<td>05/12</td>
<td>Becoming a professional teacher Chapter 13</td>
<td>Worksheet on chapter 13 - DUE: Field Reflection # 3 - DUE: Field Experience Journal - DUE: Research paper - DUE: Teacher interview - DUE: Log sheet</td>
<td>All</td>
</tr>
</tbody>
</table>

NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 4.b; NNMC 4.e
printed academic references (academic journal articles and/or books) and no more than 2 internet site references. The paper should be written using APA style (an APA guide will be provided to students online on Blackboard).

You should also prepare a power point presentation of your paper. The presentation should be 15-20 minutes long. A good presentation do not consist of only reading the transparencies. You should demonstrate knowledge of the topic, answering classmates questions and commenting on the slides. Guidelines on how to prepare a good power point presentation will also be provided to students online on Blackboard.

The final product will consist of (and you should turn in):
1) A 5 to 8 pages written paper (APA style).
2) The draft of your paper with a Writing Center stamp on it.
3) A power point presentation to the class with hand-outs to your classmates (include among other useful things your references in the hand-out so your classmates can further read on the topic if they wish to do so).

The paper and the presentation will be graded using a rubric provided online on Blackboard.

* Since the grammar, the spelling, and the presentation parts of your paper are very important, you should make at least one visit to the Writing center. When you go there, take the rubric with you so they will know what the paper should look like and will be able to better help you. When you turn in your paper, you should submit to the instructor also your paper draft with a stamp and signature from the writing center tutor.

B. LIBRARY VISIT REPORT – You will visit the NNMC library at a time of your choice (call the library first to schedule your visit). When you get there, you should ask a librarian to show you all the resources available for you to conduct an appropriate research to write an academic paper in EDUCATION. The library, in addition to books, has several education and psychology databases where you can find academic articles for your papers. Ask the librarian to show you how to use the databases. After the visit you will write a 1 to 2 page report (typed – 1.5 spaced) reflecting on what you have learned. List the resources that are available to you at the library and discuss how they can increase your knowledge and depth of education topics and also how you intend to use those resources as a student and afterwards as a life-long learner. Your report will be graded based on the following:
- Demonstrates knowledge of the resources available.
- Demonstrates knowledge of how to use the research databases.
- Reflects on how those resources can help as a student and future teacher.

* If you have taken the “library” class already, please talk with the instructor to see if the visit can be waived.

C. EDUCATIONAL AUTOBIOGRAPHY - You will write an autobiography reflecting on the facts, people, situations, etc. that have influenced you in the direction of becoming a teacher. Some of the questions that should guide our thinking as you write it are:
- Why do I want to become a teacher?
- What teacher(s) had the greatest impact on me?
- What were some of my experiences at school?
- How were my emotional reactions to teachers that either ridiculed,
motivated, or elevated me?
- What kind of teacher I want to be?

Your educational autobiography should be at least 3 to 4 pages long (1.5 space, size 12) and it will be graded according to the rubric provided online on Blackboard.

D. NM PED site visit report - You will visit the New Mexico Public Education Department Webpage (www.ped.state.nm.us) and browse the different sections of the page, the links, etc. Go to directory A to Z and look at the different topics addressed. Choose one topic to read and learn in more depth. Write a report of your visit. The report should be 2 to 3 pages long (1.5 space and size 12) and demonstrate:

- Knowledge of the main contents of the PED Home Page.
- What have you learned about the specific topic you chose to read more about (be prepared to share this good information with the class!).
- How this site can be helpful to you as you seek your licensure and as a future teacher (be specific and give examples).

The paper will be graded according to a rubric provided online on Blackboard.

E. CHAPTER’S WORKSHEETS - As you read the text book you will be required to complete a Reflection Worksheet on the chapter you read during that week. Each Reflection worksheet is divided in 3 parts: 1) Summary - consists of a short summary of the chapter’s content (2 or 3 paragraphs). 2) Comments - You should include some personal and relevant comments and reflections about the chapter (which you will share with the class in our discussions) and 3) Questions: At least 2 questions about the content of the chapter, for example, things that you did not understand or things you would like to discuss further in class. The main purpose of this reflection worksheet is to provide content for our weekly discussions. So come ready to share your insights and questions. Come ready to talk! Since you will use the worksheets as a reference for your participation in the class, those will only be collected by the instructor at the end of each class, and will not be accepted after the due date, unless you were absent that day.

F. CODE OF ETHICS – You will visit the NM PED website and get familiar with the Teacher code of ethics (www.nmcp.state.nm.us/NMAC/parts/title06/06.060.0009.htm). Based on it, you will develop your own set of ethical principles. You should not only list the most important principles for you but give the reasons of why they are important (your own values) and for your future practice as a teacher. Your personal Code of Ethics should be 2 to 3 pages long (1.5 spaced and 12 size) and reflect sound knowledge of the State's Code of Ethics and be strongly value-based.

The Code of Ethics will be graded according to a rubric provided online on Blackboard. You will review this code of ethics when you do your student teaching at the end of the program.

G. TEACHER INTERVIEW: While you are in the schools doing your field experience, you should schedule a time with your mentor teacher for an interview. Your interview should be semi-structured, that is, you will have some questions given to you to start (see the questions below) but you can expand and add your own questions if you wish to do so. Your goal is to learn:
- What are the reasons that led him/her to choose teaching as a profession?
- What are the biggest challenges of being a teacher?
- What are the best rewards for being a teacher?
- What advice she/he would give to a beginner teacher?
- What does he/she recommends to someone who wants to be a very good teacher?

You should **transcribe the interview in full** (do not forget to have the mentor teacher sign a permission form to be interviewed. In that form you should state that the information will only be used in and for this class).

You should also **write a one page reflection** on what you have learned in the interview and how you can use that information to help you as an education student and as a future teacher.

**H. Field Reflections #1,2 and 3** – You will write 3 reflections about your field experience using the “Marzano” rubric provided online.

**I. PHILOSOPHY OF EDUCATION** – Based on the readings and class discussions, you will write a 2 page personal philosophy of education stating what you believe is education, teaching, and learning and what you think your role will be as a teacher. You will review this philosophy of education when you do your student teaching at the end of the program.

* As you have noticed, this course will demand a significant amount of writing. Each writing piece will be graded considering also your neatness, presentation, spelling and grammar. So, use and abuse of the Writing Center! Every time you feel that your writing needs improvement, go there and get some help!

**ED201**
1. Code of Ethics (15%)
2. Educational autobiography (10%)
3. Library Visit Report (5%)
4. Chapters’ Worksheets (25%)
5. Philosophy of education (10%)
6. Research Paper/presentation (25%)
7. NM PED site visit report (10%)

**ED213**
1. Teacher Interview = 25%
2. Field reflections (1, 2 and 3) = 30%
3. Log sheet, Journal, and dispositions’ checklist = 45%

* Assignments turned in after the due date listed above will suffer deduction of points to the discretion of the instructor

**Grading Scale**

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%
A.) Required Professional Competency-Based Artifact Rubric

Teacher Code of Ethics

<table>
<thead>
<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Sequence of ideas is very hard to follow</td>
<td>Reader has difficulty following because writer jumps around.</td>
<td>Writer presents information in logical sequence which reader can follow.</td>
<td>Ideas are presented in logical, and interesting way.</td>
<td></td>
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<tr>
<td><strong>Content and knowledge</strong></td>
<td>Candidate does not demonstrate sound knowledge of NM Teacher Code of Ethics and is not clear about his/her own personal values.</td>
<td>Candidate has some knowledge of NM Teacher Code of Ethics but has difficulty articulating his/her own personal values.</td>
<td>Candidate has good knowledge of NM Teacher Code of Ethics but has some difficulty articulating it with his/her own personal values. Some discussion on how he/she intends to apply it in their future practice is present.</td>
<td>Candidate demonstrates sound knowledge of NM Teacher Code of Ethics and articulates it well with his/her own values, reflecting on how those are important for his/her future practice as a teacher.</td>
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<tr>
<td><strong>Grammar &amp; Spelling</strong></td>
<td>Work has many spelling and grammatical errors.</td>
<td>Paper has 3 or 4 misspellings and grammatical errors.</td>
<td>Paper has no more than 2 misspellings and grammatical errors.</td>
<td>Paper has no misspellings or grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>

Total

XIII. Internet sites or databases/Resources

http://www.sde.state.nm.us
Other resources for the class can be found online on Blackboard.

XIV. Late Work:
Your work is due on the date indicated on the syllabus. If you need to turn in your work a little later, please contact the instructor before the due date to explain your situation. The instructor will have the discretion to accept or not the late work. Be aware, however, that all work turned in late will have a deduction of points to the discretion of the instructor. Late work will not be accepted after two weeks of the due date.
Also, you will not be able to present the power point of your paper on a different date than that established in the syllabus. You will receive a grade of ZERO for the presentation if you do not present at the pre-determined date.

XV. Students with Disabilities
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

A+ 100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60

XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XV. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XX. Cell phone policy

IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING). Using cell phones during class reflects lack of respect with your instructor and classmates.

After entering the classroom put your cell phone in a vibrating mode or turn it off. If you absolutely need to take a call, step out of the classroom to do so. Texting in class is forbidden in any circumstances.

XXI. Complaints policy

The COE follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain and so on. Trying to handle complaints by going straight to the highest authority is not usually well accepted in the COE. To a more complete description of the process, see NNMC and COE student handbooks.

XXII. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam
will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
   1. Provide evidence of passing the following exams:
      a. Assessment of Professional Knowledge: Elementary
      b. Elementary Education (Subtests I and II)
      c. Essential Components of Elementary Reading Instruction
   2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

ED 220

Whenever education takes place, formally or informally, psychology is involved. The science of psychology examines human cognition, emotion, and development. Educational psychology, in particular is concerned with:

- Understanding the process of teaching and learning;
- Helping teachers understand that learning takes place as an interaction of social, emotional, developmental, and cognitive forces.
- Helping teachers to develop ways to improve the effectiveness of teaching, learning, and assessment procedures through consistent reflections on classroom behavior/activities.

I. Credit Hours: 3

II. Semester Taught: SPRING 2015

III. Course Time and Place: TEC 208 – TH 4:00-6:30

IV. Instructor Information:

| Instructor: ROSE CHIOVITTI-CAVALCANTE | Communication Information: rcavalcante@nnmc.edu 747-5463 | Office Hours: TU 2-4 PM TH 2:00-4:00 PM W 3:00-4:00 |

V. Required Text:

VI. Required Materials or Readings: If needed, additional material may be posted online on blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. Your instructor is only allowed to communicate with you through your NNMC email. If you are having trouble please contact IT at 505-747-2259. You are encouraged to log in to your NNMC email frequently, since this will be the main vehicle of communication for this class.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Revised July 3, 2014
IX. Catalog Course Description:

This class introduces you to psychological principles as they apply to teaching and learning. You will examine the relationships between theory, research, and practice in learning, memory, child development, motivation, and educational assessment for the school setting. You will address cognitive, linguistic, affective, and social development, with particular attention to the K-8 learner. Emphasis is on the integration of theory and practice, with numerous classroom applications of psychological theories and principles.

As seen in our conceptual framework represented by the Vallero Star, it’s not our intent to form technicians who depend on various “bags of teaching tricks”. Rather, we intend to develop professionals who possess a foundation of knowledge in the area of human learning, motivation, development, and assessment. This foundation will prepare professionals who will make more sophisticated decisions in the field. This course will help you to develop that foundation. Application of what is learned in this course can only help you to transition into the teacher you wish to become.

In addition, the goals of this course are to help future teachers to learn, understand, and use the information generated by educational psychology researchers in their professional lives.

X. Course Objectives:

Upon completing this course, the student will:

- Define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theories believe influence the learning process, giving specific examples of how these principles could be used in the classroom.
- Apply psychological principles and theories within actual or simulated educational contexts.
- Use major concepts of child and adolescent development, human learning, and social and cultural influences in planning and implementing classroom instruction, strategies, and management.
- Identify and analyze the implications of the various developmental and learning theories for models of instruction, decisions about teaching strategies and the selection of materials, and the role of the teacher in the learning process.

NM Entry Level Teacher goals

A. Professionalism – A1, A2, A3, and A8 A, B, D and H
B. Instructional Planning and Implementation – B1, B2, B3, B4, and B8
C. Classroom Management – C3, C4, C5, C7, C10, and C11
D. Assessment – D6, and D9
E. Technology – E1a, E1d, E2a, and E3e
F. Diversity – F1, F2, F3, and F6
G. Family and Community – G2, G3, and G5
H. Inclusion – H2, H8, H9, and H11
I. Development of Student – I1, I2, and I3
K. Communication – K2, K3

NNMC College Wide Goals

1) Communication

NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.
nnmc 1.b - Speak coherently and appropriately for various audiences and situations.

nnmc 1.c – Present ideas and information effectively for specific purposes through written statements.

2) Critical Thinking
nnmc 2.a – Analyze and synthesize information

nnmc 2.d – Function as independent thinkers and as members of collaborative groups.

3) Cultural Competence
nnmc 3.a - Understand and appreciate cultural diversity

4) Information Competency and Research
nnmc 4.b - Locate relevant information in printed and electronic from and credit it properly

nnmc 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

nnmc 4.f - Use the internet to communicate effectively through e-mail and other communication tools.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Cluster and Modules</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
<th>NNMC goals</th>
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<tr>
<td>01/29</td>
<td>Course/Syllabus Presentation</td>
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<td>NNMC 3.a ; NNMC 4.f</td>
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<td></td>
<td>Understanding how to use the case-study approach</td>
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<td>02/05</td>
<td>INTRODUCTION to Ed Psych</td>
<td>A-1,2,3,8</td>
<td>F-1,2,3</td>
<td>K 1, 2,3,4,7,8,9, S 1,2, D 1,2,3</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a;</td>
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<td></td>
<td>The importance of Ed Psych - Module 1</td>
<td>B-1,2,3,4,8</td>
<td>G-2,3,5</td>
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<td>C-3, 4, 5, 7, 10,11,</td>
<td>H-2,8,9,11</td>
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<td>D9</td>
<td>I- 1,2,3</td>
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<td>E – 1d</td>
<td>K- 2</td>
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<td>02/12</td>
<td>Contexts of development and Social Development Cluster One/modules 2</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td>K3</td>
<td>K 4,7,8, D1,2,3</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c;</td>
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<td>Date</td>
<td>Topic</td>
<td>Key Dates</td>
<td>Case Study - Elementary</td>
<td>NNMCs</td>
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<td>02/19</td>
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<td>02/26</td>
<td>Emotional and Moral Development Cluster 1/modules 4 and 5</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td>Modules 4 and 5 summary</td>
<td>K 4,7,8 D1,2,3</td>
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<td>Case Study – Middle School Quizz#1</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a</td>
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<td>03/05</td>
<td>Brain Development and Cognitive Development Cluster 2/Module 6 e 7</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3 E1a, E1d, E2a, E3d</td>
<td>Module 6 and 7 Summaries</td>
<td>K 4,7,8 D 1,2,3</td>
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<td>Case Study – Elementary Quizz #2</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d</td>
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<td>03/12</td>
<td>MID TERM EXAM</td>
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<td>03/26</td>
<td>Behavioral Learning Theory Cluster 3/module 9</td>
<td>A 1, 8A, 8B, 8C; B1,2; C 5,10,11 D 9; F 1,3 E1a, E1d, E2a, E3d</td>
<td>Module 9 summary Case Study – Elementary Hot Topic Presentation – Transfer of Knowledge (Mod 13)</td>
<td>K 4,7,8 D1,2,3 ; S 2</td>
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<td>04/02</td>
<td>Social Cognitive Theory Cluster 3/ Module 10</td>
<td>A1,2,3; B1,2,3; D 5,6; F 1,3; E1a, E1d, E2a, E3d</td>
<td>H 9,11; I 1,2; K2</td>
<td>Module 10 Summary Case study middle school Hot Topic Presentation – Critical Thinking and Problem Solving (Mod 14)</td>
<td>K2,3,4,7,8,9 D 1,2,3 S 1,2</td>
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<td>04/09</td>
<td>Cognitive Processing Theory Cluster 3/Module 11</td>
<td>A1,2,3; B1,2,3; D 5,6; F 1,3;</td>
<td>H 9,11; I 1,2; K3</td>
<td>Summary Module 11 Hot Topic Presentation – Grouping Practices (Mod 21) Quizz #3</td>
<td>K2,3,4,78,9 D 1,2,3 S 1,2</td>
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<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e; NNMC 4.f</td>
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<td>04/16</td>
<td>Motivation -Learning and Cognitive Theories</td>
<td>A1,2,3; B1,2,3; D 5,6; F 1,3;</td>
<td>H 9,11; I 1,2; K3</td>
<td>Module 15 and 16 Summary</td>
<td>K 2,3,4,7,8,9, S 1,2</td>
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<td>NNMC 1.a; NNMC 1.b; NNMC 1.c</td>
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### XII. Assignment Descriptions/ Assessment Criteria:

1) **Research Paper/Hot Topic Presentation**

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<td>04/23</td>
<td>Intelligence/Giftedness</td>
<td>Cluster 5/ Module 15 and 16</td>
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<td>D 1,2,3</td>
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<td>04/30</td>
<td>Cognitive Disabilities</td>
<td>Cluster 7/Module 22 and 23</td>
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<td>H 9,11; I 1,2; K2</td>
<td>Module 22 and 23</td>
<td>Summary</td>
<td>K 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
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<td>05/07</td>
<td>Emotional and Behavioral Disabilities and FBA/BIP</td>
<td>Cluster 7/ Module 25</td>
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<td>H 9,11; I 1,2; K2</td>
<td>Module 24</td>
<td>Summary</td>
<td>K 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
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<td>05/14</td>
<td>Student presentations</td>
<td></td>
<td></td>
<td>H 9,11; I 1,2; K2</td>
<td>Module 25</td>
<td>Summary</td>
<td>K 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
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*ALL PAPERS – DUE CLASSROOM SCENARIOS-Presentations*
You should prepare a research paper and a presentation about a given topic. The topics are listed above and correspond to chapters in your textbook. Your paper should be 7 pages long. The main reference for the paper is the textbook, however, you should also do some research and complement the textbook material with other sources such as academic journals, other books and internet materials (PS: be careful with the sites you use for finding the information. Give preference for sites of recognized professional associations such as NASP, AERA, ASCD, etc. You will be required to make a presentation of your paper. For that, you will develop a power point presentation. The presentation should NOT be shorter than 20 minutes nor longer than 30 minutes. Think more of this presentation as a lesson you will be teaching the class about the topic. Become an “expert” on the topic and teach it to your classmates. Online, in Blackboard, you will find guidelines on how to prepare and give a good presentation to the class.

2) Classroom Scenarios and Lesson Plans- You will develop two classroom scenarios: one that illustrates a constructivist classroom and one that illustrates a behaviorist classroom.
A) You will begin by delineating the major components that would be required to illustrate these two classroom scenarios from the different theoretical viewpoints. Start first with the behaviorist classroom and describe it with a lot of detail. Then, describe a constructivist classroom. For example, how would be the best physical arrangement for the behaviorist classroom? And for the constructivist classroom? What kinds of materials will be available for students in each classroom? How would you manage students’ behaviors in the two different classrooms (how would you use different discipline / classroom management methods)? What kind of instructional methods would you use in each classroom?

B) Next, you will develop two lesson plans using content/common core standard of your choice. You will write two lesson plans using the same content for both lessons, but different instructional approaches (one lesson will be planned and taught based on behaviorist principles of learning and the other on constructivist principles of learning). Write each one of your lessons using the College of Education Lesson Plan Template provided online on blackboard.

C) On a separate page, you should write an analysis of each lesson and scenario. The analysis should include a justification of why you chose to design your classrooms the way you did and why you chose the different instructional strategies for each lesson. The justification should be based on the main components of the behaviorist and constructivist theories. Do the same for both lessons.

D) You will choose one of the lessons and teach it to the class (It’s NOT a power point presentation on the topic! You should actually teach the lesson).

This assignment will be graded using the following criteria:
- Accuracy of major components for each classroom scenario
- Accurate justification/support of choices based on theory
- Connections between lesson plan and theory (this activity is included in the lesson because…)

Revised July 3, 2014
- Clarity/organization of writing
- Quality of the lesson plan and presentation

**CLASSROOM SCENARIOS - RUBRIC**

**Task Description:** The student will develop two classroom scenarios: one that illustrate a constructivist and another a behaviorist approach to education. The student will delineate the major components of the two classrooms. The student will also develop two lesson plans and write a theoretical analysis of the scenarios and lesson plans. The student will teach one of the lessons to the class.

**NM Competencies addressed:** A 1,2,3,8; B 1,2,3,4,8; C 3,4,5,10; D 1,5,9,13; F 1,2; G 2; H 2,8,11; and I 1,2,3.

This project also addresses the following course objectives:
- The student will define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theories believe influence the learning process, giving specific examples of how these principles could be used in the classroom.
- The student will apply psychological principles and theories within actual or simulated educational contexts.
- The student will use major concepts of child and adolescent development, human learning, and social and cultural influences in planning and implementing classroom instruction, strategies, and management.
- The student identify and analyze the implications of the various developmental and learning theories for models of instruction, decisions about teaching strategies, and the selection of materials, and the role of the teacher in the learning process.

<table>
<thead>
<tr>
<th>CLASSROOM SCENARIOS</th>
<th>Excellent – 2 points</th>
<th>Competent - 1 point</th>
<th>Needs Improvement- 0 point</th>
<th>POINTS</th>
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<tbody>
<tr>
<td><strong>CLASSROOM ARRANGEMENT</strong></td>
<td>The seating arrangement and the furniture and materials present in the classroom are consistent with the educational approach of the classroom.</td>
<td>The seating arrangement and most of the furniture and materials present in the classroom are consistent with the educational approach of the classroom.</td>
<td>The seating arrangement and the furniture and materials present in the classroom are NOT consistent with the educational approach of the classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>CLASSROOM/BEHAVIOR MANAGEMENT</strong></td>
<td>The teacher’s behavior and classroom management plan is consistent with the educational approach of the classroom.</td>
<td>Most of the teacher’s behavior and classroom management plan is consistent with the educational approach of the classroom.</td>
<td>The teacher’s behavior and classroom management plan is NOT consistent with the educational approach of the classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON PRESENTATION</strong></td>
<td>Excellent – 2 points</td>
<td>Competent – 1 point</td>
<td>Needs improvement – 0 point</td>
<td>POINTS</td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>The instructional techniques used are consistent with the theoretical approach of the classroom.</td>
<td>Most of the instructional techniques used are consistent with the theoretical approach of the classroom.</td>
<td>The instructional techniques used are NOT consistent with the theoretical approach of the classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>MATERIAL</strong></td>
<td>The materials used by the teacher for the lesson are consistent with the theoretical approach of the classroom.</td>
<td>The majority of the materials used by the teacher for the lesson are consistent with the theoretical approach of the classroom.</td>
<td>The materials used by the teacher for the lesson are NOT consistent with the theoretical approach of the classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>ANALYSIS</strong></td>
<td>Excellent – 2 points</td>
<td>Competent – 1 point</td>
<td>Needs Improvement – 0 point</td>
<td>POINTS</td>
</tr>
<tr>
<td><strong>JUSTIFICATION/SUPPORT OF CHOICES</strong></td>
<td>The student present coherent and research supported (with references) justification for their choices of arrangement, management, instruction and materials used.</td>
<td>The student present partial justification for their choices of arrangement, management, instruction and materials used.</td>
<td>The student DOES NOT present or present INCORRECT justification for their choices of arrangement, management, instruction and materials used.</td>
<td></td>
</tr>
<tr>
<td><strong>CLARITY/ORGANIZATION OF WRITING</strong></td>
<td>The paper is well written, with NO spelling and grammar errors. Ideas are presented in a</td>
<td>The paper is well written, but presents some spelling and grammar errors. Ideas are presented in a</td>
<td>The paper is NOT well written. There are several spelling and grammar errors and ideas presented are</td>
<td></td>
</tr>
</tbody>
</table>

Revised July 3, 2014
3) **Modules Summaries** -
As listed in the calendar, you will be required to complete summaries of the modules you read during that week. The summary should be 1 page long (typed or hand written), and should contain the main concepts and ideas discussed in the module.

4) **Case Studies** - As listed in the class schedule, you are required to complete several “case studies”. These case studies are presented at the beginning of each cluster of modules. For each case study you should address the questions: WHO, WHAT, WHERE, and WHEN. You should also respond to the ASSESS questions presented at the end of each case study (see instructions in your book in the insert “HOW TO READ A CASE STUDY”).

XIII. **Internet sites or databases** - Extra readings and materials needed for this class can be found online on blackboard.

XIV. **Late Work:**
Your work is due on the date indicated on the syllabus. Work submitted late will suffer a deduction in points to the discretion of the instructor. Power point presentations should be done on the date scheduled and will NOT be accepted at a later date.

XV. **Students with Disabilities**
Northern NM College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna Trujillo either via email: v.trujillo@nnmc.edu or by phone: (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XV. **NNMC Incomplete Policy:**
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
XVI. Personal Responsibility:

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Grading Scale:

- Quizzes – 20%
- Summaries – 10%
- Case Studies – 10%
- Research Paper – 15%
- Classroom Scenarios – 25%
- Mid term exam – 20%

A+ =100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.

Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. IT IS FORBIDDEN THE USE OF CELL PHONES DURING CLASS (INCLUDING TEXTING)- Using your cell phone during class is a sign of disrespect with your instructor and classmates. When entering the classroom, please turn off or put in vibrate mode your cell phone. If you need to take a call, please step outside the classroom to take it and return to class as soon as you can.

XXII. Complaints policy

The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted at the COE. The same process applies in case on harassment issues (see NNMC student handbook for how to handle harassment situations).

XXIII. ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

*BA in Elementary Education Program requirements:*

Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.*

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

4. **Learning**: The teacher candidate comprehends the principles of student growth, development, and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents, and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: Daily Online

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Esquibel</td>
<td>747-2242   Room 110 TEC Bldg.</td>
<td>Monday 4:30-7:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday 2:00-4:30</td>
</tr>
</tbody>
</table>


VI. Required Materials or Readings: Blackboard for Students

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

*ALP requirements:*

Revised January 15, 2015
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

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   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

**X. Catalog Course Description:**

This course introduces you to the basics of the teaching profession. It includes societal expectations of teachers, social problems which impact students, essential knowledge needed for teaching, recent reforms in education, historical perspectives on education, the role of schools in today’s society, school governance, and the legal and ethical issues in education. You will be expected to participate in online activities and submit working using technology. Further, you will be expected to begin to articulate your philosophy of education.

**XI. Course Objectives:**

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS:

Revised January 15, 2015
• Reflects on, analyzes, evaluates effects of choices/actions on others - students, parents, and other professionals in learning community, and will be able to use knowledge to improve learning process. (A-1)
• Is aware of need to actively seek out opportunities to grow professionally, including participation in professional organizations and development such as conferences, workshops, classes and research, and uses information to improve practices to become life-long learner. (A-2)
• Participates in process of researching educational issues and practices, applying them in classroom, and monitoring effects. (A-3)
• Understands educational decision-making process as advocate for children, school, district, and self. (A-4)
• Is aware of, and adheres to, state Professional Code of Ethics for Educators. (A-5)
• Demonstrates awareness of relevant legal requirements of teachers and schools. (A-6)
• Demonstrates awareness of local, state, and federal agencies and educational systems. (A-7)
• Provides a safe classroom environment where individual differences are respected. (C-4)
• Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (F-1)
• Is aware of the culture, history, and values of the community in which she/he teaches. (G-1)
• Understands, respects, and values central role that community and family play in learning process. (G-2)
• Understands that there must be reciprocal relationship between school and community. (G-3)
• Values and utilizes knowledge that all community members have something to contribute to classroom to assist educational process. (G-4)
• Recognizes that family and community can be used as teaching resources to enhance learning and children’s self value. (G-5)
• Communicates to parents and community members student progress, important events, and school activities. (G-6)
• Understands importance of inviting parents and community members to participate in the classroom. (G-7)
• Conveys and demonstrates to students the importance of being an active part of the community. (G-8)

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of

Revised January 15, 2015
these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1;</td>
<td>Introductions</td>
<td></td>
<td></td>
<td>SLO: 4</td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2;</td>
<td>The Teaching</td>
<td>A-2, A-3, A-4; G-1</td>
<td>Discussion Entry and Reflection &amp; Classroom Bill of Rights</td>
<td>D: 1, 2, 3 SLO 2, 3</td>
</tr>
<tr>
<td>Week 2</td>
<td>Profession</td>
<td></td>
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</tbody>
</table>

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Learning</th>
<th>A, C, G, I</th>
<th>Discussion Entry</th>
<th>SLO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3; Week 3</td>
<td></td>
<td>Learning to Teach</td>
<td>C-4</td>
<td>Entry and Reflection &amp; INTASC principles</td>
<td>1</td>
</tr>
<tr>
<td>4; Week 4</td>
<td></td>
<td>Ideas &amp; Events Shaping Education</td>
<td>A-1; A-7</td>
<td>Personal Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>5; Week 5</td>
<td></td>
<td>Social Realities</td>
<td>A-7; G-4, G-5; G-6, G-7; G-8</td>
<td>Observation report</td>
<td></td>
</tr>
<tr>
<td>6; Week 6</td>
<td></td>
<td>Ethical &amp; Legal Issues</td>
<td>A-5; A-6</td>
<td>Code of Ethics</td>
<td>1, 2</td>
</tr>
<tr>
<td>7; Week 7</td>
<td></td>
<td>Diverse Learners</td>
<td>A-1; C-4; F-1; G-1; G-2; G-3</td>
<td>IRIS Module: Teaching &amp; Learning in NM</td>
<td>1, 3</td>
</tr>
<tr>
<td>8; Week 8</td>
<td></td>
<td>Addressing Learners’ Needs</td>
<td>C-4; F-1; G-2; G-3</td>
<td>Observation Report and Critical Reflection</td>
<td>1, 3</td>
</tr>
<tr>
<td>9; Week 9</td>
<td></td>
<td>Authentic Instruction</td>
<td>C-4I; G-4, G-5; G-6, G-7; G-8</td>
<td>Website Review</td>
<td>1</td>
</tr>
<tr>
<td>10; Week 10</td>
<td></td>
<td>Curriculum Standards, Assessment &amp; Student Learning</td>
<td>C-4; G-2; G-3</td>
<td>Scoring Rubric</td>
<td>2, 4</td>
</tr>
<tr>
<td>11; Week 11</td>
<td></td>
<td>Teachers as Education Leaders</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
<td>Case Study</td>
<td>3, 6, 8, 0</td>
</tr>
<tr>
<td>12; Week 12</td>
<td></td>
<td>Your Induction into Teaching</td>
<td>A-1; A-2; A-3; A-4</td>
<td>Future Letter to Self or Bag of Tricks</td>
<td>6, 8, 9</td>
</tr>
<tr>
<td>13; Week 13</td>
<td></td>
<td>Integration Project</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
<td>Final Presentations</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integration</td>
<td>A-1; A-2; A-3; A-4</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
XIII. Assignment Descriptions/Assessment Criteria:

For each type of assignment listed in X, write a description of the expectations for that assignment. Each assignment should have criteria for assessment, e.g., a rubric, a checklist, a general writing rubric, requirements for length and content.

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:

**Field Lab Experiences:**
- Professional Competency-Based Assignments 50%
- Field Lab Experience Log Sheet 10%
- Classroom Disposition Checklist (Faculty) 5%
- Field Placement Disposition Checklist (Mentor) 5%
- Self-Assessment Disposition Checklist 5%
- Discussion Board 25%

**Scrapbook of Assignments/Presentation**

One of the goals of Foundations of Education is to have students reflect upon and explore the meaning of learning and education. To this end, students are being asked to compile a “Scrapbook” of structured thoughts, ideas, opinions, and feelings related to the class topics. Two forms of course assignments meet this requirement:
- Journal Entries/Activating Events online
- Assignments

**Discussion Entries/Activating Event:**

For this portion of the requirement, students are asked to reflect on and answer questions from the Becoming a Teacher text (for specific assignments, see the Foundation of Education Schedule). Students may reflect and answer these questions using a learning style that works for that individual student - narratives, poetry, collages, mind maps, paintings, photo essays, etc. The criteria for this assignment include:
- Answering the full question using the Becoming the Teacher text as a reference.
- Professionally presented.

A one-week grace period for submissions will be allowed, but after that, assignments will be considered late and late penalties (20% deduction per week) will be applied. Assignments will not be accepted after the 2nd week of the assignment due date.

**Module Assignments (Labeled Class Project in the online course environment):**

In order to honor various learning styles, students can select one of two assignments for the modules when these assignments are due. A detailed description of the assignments can be found in the Class Projects section of the course. Assignments are due on the dates specified in the Foundations of Education Schedule online. A one-
week grace period will be allowed, but after that, assignments will be considered late and late penalties will be applied.

The scrapbook is designed to honor the students’ learning styles and creativity. The major criteria are that it is professional presented and that covers the content specified in the individual assignment descriptions.

Each scrapbook entry (Journal entries and Structured Exercises are graded separately) is worth up to 5% of the final grade. Note: Students can make corrections and revisions based on the instructor feedback for their final presentation of the scrapbook.

**Final Scrapbook Presentation and Course Reflection**
Students will present the final version of their Scrapbook online during the last module of class. Assessment will occur both by (a) ongoing feedback by the instructor, and (b) the students’ peers in a discussion board fashion using the following criteria (a rubric will be distributed for the assessment):

The grading criteria for this project include:
- **Neatness & Professionalism** - clean, professionally presented in a labeled scrapbook that includes a title page, table of contents, and highlighted/labeled individual sections; easy to view and understand for the uninformed reader; and free of grammatical and spelling errors
- **Quality of Content** - the content demonstrates mastery and insights into the subject matter.
- **Creativity and Insight** - Materials demonstrate creativity and insight about self and course material.

**Course Reflection & Grade Proposal**
At the end of the semester you will submit a final paper that will include:
- Learning: a description of no more than 2 pages single spaced of key areas of learning and the process by which your thinking shifted (or didn’t!) during the semester. The learning description will align to entry level competencies.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric
The final paper required for the final module’s class project, your field experience log sheet and disposition sheets are artifacts collected from this course and placed in your file. The rubric for this and all assignments can be found in Blackboard’s learning environment.

Revised January 15, 2015
C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases

XV. Late Work:
The course is calendar-paced. Your work is due on the date indicated on the syllabus and within Blackboard.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

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XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:
Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
EDUCATION 410

Northern New Mexico College
College of Education
EDUCATION 410
Semester: Spring

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that...

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies...

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring

III. Course Time and Place: Mondays 7:00 pm TEC107 & NNMC Blackboard

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Esquibel</th>
<th>Communication Information: 747-2242 <a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office Hours: M: 4:30-7:30 W: 2:00-4:30</td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings:
*I will provide you with a copy of this text for use in the course:*


NNMC Online Free Online Readings

**REQUIRED COURSE MATERIALS:**

1 copy of the New Mexico Content Standards and Benchmarks
1 copy of common core ELA Standards
Regular Access on NNMC Online
Placement at an NNMC Approved Field Experience Site
Purchase and complete the State Reading Test: Preparation Test Only if this is your final reading course at NNMC:

Revised January 15, 2015
VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
Attendance is required for all class sessions. You are also expected to complete each module discussion and assignments. More than 2 absences from our weekly class sessions will result in a one-letter reduction of your final class grade. Four absences will result in a two-letter reduction of your final class grade. More than four absences will result in a failing grade.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. **Assessment of Professional Knowledge: Elementary**
   b. **Elementary Education (Subtests I and II)**
   c. **Essential Components of Elementary Reading Instruction**
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Course Description:
This course provides a conceptual framework for understanding the growth of language development throughout the elementary years. You will be introduced to instructional strategies to build reading, writing, and speaking abilities. The course will address literacy differences through a literature-based approach to instruction, focusing on cognitive, affective, social, and cultural factors that created differences in literacy abilities. State standards and benchmarks are incorporated into this course. You will be required to do field work. Pre-requisite: ENG 112 and ED 201 with grades of C or better.  

XI. Course Objectives:
NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS

b.1 Understands learning theory, subject, and curriculum development; uses this knowledge in planning instruction to meet curriculum goals.

b.9 Plans/uses assessment strategies/instruments appropriate to learning outcomes evaluated.

d.1 Understands/uses formal/informal assessment strategies to evaluate/ensure continuous intellectual, social, physical, aesthetic development of learner.

d.11 Demonstrates familiarity with variety of assessment tools, including portfolios, performance-based assessment, student writing.

f.1 Understands how students differ in their approaches to learning.

j-a a. Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:

i. research on reading;

ii. how children learn to speak, read, write, and listen;

iii. cultural, linguistic, environmental, and physiological factors in reading and language arts development;

iv. children’s developmental processes;

v. characteristics of proficient and non-proficient readers;

vi. relationship between oral and written language;

vii. language structure including graphophonics, semantics, syntax, and pragmatics systems.

vii. writing instruction, including: different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;

j.b b. Assessment:
i. The teacher understands the use of classroom reading assessment to diagnose students' instructional needs and modify instruction appropriately.

ii. The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

j.c Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:

i. oral language development;

ii. phonemic awareness and phoneme manipulations, such as blending, segmentation, and substitution;

iii. phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;

iv. vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences;

v. comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

XII. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.
College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth, empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topic/Text Chapter (See hybrid online course for calendar based topics)</th>
<th>Competency</th>
<th>Tentative Assignment (Course Learning Modules for specific assignments aligned to each of the modules)</th>
<th>Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework NNMC SLO</th>
</tr>
</thead>
</table>
| Module 1 Week of 1/25 | Introduction, Syllabus, Reading Theories, Historical Perspectives, Language Acquisition, and Reading Models | b-1, b-9 | On campus:  
   1. Introductions  
   2. Complete field experience requests  
   3. Syllabus Review and Course Requirements  
   4. Organize for Meeting dates for ED411 | K-6- 9, D1-3 |

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Module 2 Week of 1/25</th>
<th>State and National Reading Standards</th>
<th>b-1, b-9</th>
<th>Online:</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>1. Online discussion: Post your initial and final posts by Sunday</td>
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<td>2. Complete the assignment and submit to the assignment link.</td>
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<td></td>
<td>On campus:</td>
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<td></td>
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<td></td>
<td>1. We will not meet on campus this week.</td>
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<td></td>
<td>Online:</td>
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<td></td>
<td></td>
<td></td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
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<td></td>
<td>2. Common Core ELA Standards Scavenger Hunt Assignment Due on Sunday</td>
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<td>3. Complete the pre-test of your phonics text and bring to class on Wednesday</td>
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<tr>
<th>Module 3 Week of 2/2</th>
<th>Essential Components of Reading Instruction, Becoming an Effective Teacher of Reading: Characteristics of Effective Teachers</th>
<th>j- a, i, ii, iii, iv, iv, j-c, i, ii, iii, iv, v</th>
<th>On-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Come to class having read Chapter 1.</td>
<td>K-1-4, K-7, D1-3</td>
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<td></td>
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<td>2. Chapter quiz.</td>
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<td></td>
<td>3. Lecture and Discussion</td>
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<td>4. Quiz retake</td>
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<td></td>
<td></td>
<td>Online:</td>
<td></td>
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<td></td>
<td></td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
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<td></td>
<td></td>
<td>2. Assignment</td>
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<td>3. Module 1-3 Online Journal Entry due by Sunday of this week.</td>
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<tr>
<th>Module 4 Week of 2/9</th>
<th>Teaching the Reading &amp; Writing Process</th>
<th>j- a, i, ii, iii, iv, iv, j-c, i, ii, iii, iv, v</th>
<th>On-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Come to class having read Chapter 2.</td>
<td>K-1-7, D1-3</td>
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<td>2. Lecture and Discussion</td>
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<td></td>
<td></td>
<td>3. Quiz</td>
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<td></td>
<td>Online:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
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</tbody>
</table>
| Module 5 | Week of 2/16 | Early Literacy Three Stages of Reading and Writing Brief Overview of Early Literacy Screening Indicators: Concepts of Print and DIBELS | j-a I, ii, iii, iv, v | On-Campus  
1. Come to class having read Chapter 4.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment  
3. Module 5 Journal Entry due by Sunday | K 1-7, D1-3, SLO1 |
| --- | --- | --- | --- | --- | --- |
| Module 6 | Week of 2/23 | Cracking the Alphabetic Code: Phonemic Awareness | j c: I, ii, iii | On-Campus  
1. Come to class having read Chapter 5.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment | K1-4 |
| Module 7 | Week of 3/2 | Phonemic Awareness: Instructional Strategies |  | On-Campus  
1. Come to class having read the chapter.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Assignment | K1-4 |
| Module 8 | Week of 3/9 | Cracking the Alphabetic Code: Phonics & Word Analysis Instructional Strategies | j c: I, ii, iii | On-Campus  
1. Come to class having read Chapter 6.  
2. Chapter quiz.  
3. Lecture and Discussion  
Online:  
1. Online discussion: Initial discussion due on Wednesday before class, final | K1-4 |
<table>
<thead>
<tr>
<th>Module</th>
<th>Week of</th>
<th>Course</th>
<th>Reading Assignment</th>
<th>Week</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 9</td>
<td>3/23</td>
<td>Developing Fluent Readers and Writers: Instructional Strategies to teach word identification and fluency</td>
<td>j-a l, ii, iii, iv, v</td>
<td>6</td>
<td>On-Campus</td>
<td>1. Come to class having read Chapter 6. 2. Chapter quiz. 3. Lecture and Discussion 4. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 5. Assignment 6. Module 9 Journal Entry Due</td>
</tr>
<tr>
<td>Module 10</td>
<td>3/30</td>
<td>Vocabulary: Expanding Students’ Knowledge of Words</td>
<td>j, iv</td>
<td>7</td>
<td>On-Campus</td>
<td>1. Come to class having read Chapter 7. 2. Chapter quiz. 3. Lecture and Discussion 4. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 5. Assignment 6. Module 10 Journal Entry Due</td>
</tr>
<tr>
<td>Module 11</td>
<td>4/6</td>
<td>Facilitating Student’s Comprehension: Reader Factors</td>
<td>j-5</td>
<td>8</td>
<td>On-Campus</td>
<td>1. Come to class having read Chapter 8. 2. Chapter quiz. 3. Lecture and Discussion 4. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 5. Assignment 6. Module 11 Journal Entry Due</td>
</tr>
<tr>
<td>Module 12</td>
<td>4/6</td>
<td>Comprehension: Text Factors</td>
<td>j-5</td>
<td>9</td>
<td>On-Campus</td>
<td>1. Come to class having read Chapter 9. 2. Chapter quiz. 3. Module 12 Journal Entry Due</td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Topic</td>
<td>Material</td>
<td>On-Campus</td>
<td>Online</td>
<td>Notes</td>
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<tr>
<td>4/13</td>
<td>13</td>
<td>Assessing Students' Literacy Development: Formal assessments: DIBELS Screener and qualities of the NMSBA</td>
<td>b-9, d-1, d-11, j-b: l, ii, h-9, h-11</td>
<td>On-Campus 1. Come to class having read Chapter 3. 2. Chapter quiz. 3. Final Projects: Group 1</td>
<td>4. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
<td>5. Assignment</td>
</tr>
<tr>
<td>4/27</td>
<td>14</td>
<td>Assessing Students' Literacy Development: Informal assessments: The QRI, Running Records and Miscue Analysis</td>
<td>b-9, d-1, d-11, j. b, l, ii, h-9, h-11</td>
<td>On-Campus 1. Come to class having read the Chapter 3. 2. Chapter quiz. 3. Final Projects: Group 2</td>
<td>4. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
<td>2. Assignment</td>
</tr>
<tr>
<td>5/4</td>
<td>15</td>
<td>Organizing for Instruction</td>
<td>b1, b4, b9, j-a, b, c</td>
<td>On-Campus 1. Come to class having read Chapter 10. 2. Chapter quiz. 3. Lecture and Discussion 4. Final Projects: Group 3</td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
<td>2. Assignment</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Differentiating Reading and Writing</td>
<td>j-a, b, c</td>
<td>On-Campus 1. Come to class having read Chapter 11.</td>
<td></td>
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</tbody>
</table>
16 Week of 5/4  Instruction-Final Projects (Putting It All Together)  2. Chapter quiz.
3. Lecture and Discussion
4. Final Projects: Group 3

Online:
1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.
2. Module 16 Journal Entry Due

XIII. Assignment Descriptions/Assessment Criteria:
For each type of assignment listed in X, write a description of the expectations for that assignment. Each assignment should have criteria for assessment, e.g., a rubric, a checklist, a general writing rubric, requirements for length and content.

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:
- Professional Competency-Based Collection of Artifacts* 20%
- Field Lab Experience Log Sheet 50%
- Classroom Disposition Checklist (Faculty) 5%
- Field Placement Disposition Checklist (Mentor) 5%
- Self-Assessment Disposition Checklist 5%
- Additional Artifact(s) 15%

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

Grading will be based on class attendance and acceptable completion of class assignments. Rubrics for your structured assignments, lesson plans and discussion board participation can be found online on the homepage. Be sure to review the online rubrics, to the homepage along with a copy of the syllabus.

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quizzes, and Assignments</strong></td>
<td>Weekly by the end of our face-to-face session</td>
<td>20%</td>
</tr>
<tr>
<td>(a.) Quizzes are multiple choice and/or essay questions and based on the chapter(s) assigned. Assignments demonstrate your understanding of the content covered in the module.</td>
<td></td>
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<tr>
<td>(b.) Each module contains either a quiz or an assignment as part of the final project for that module.</td>
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</tr>
<tr>
<td><strong>Reflection Journaling</strong></td>
<td>Weekly by Sunday @11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(a.) Grading Based on Journal Rubric</td>
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<tr>
<td>(b.) A Journal Response is required per online module.</td>
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<tr>
<td><strong>Final Project</strong></td>
<td>Final Class Meeting</td>
<td>20%</td>
</tr>
<tr>
<td>(a.) Working with a classmate(s), you will be assigned a grade level and prepare a thorough National Standards-based 90 Minute Reading Block and will present that to the rest of the class</td>
<td></td>
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<tr>
<td>(b.) a rubric is provided for this project</td>
<td></td>
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</tr>
<tr>
<td><strong>Online Course Discussions</strong></td>
<td>Wednesday by 11:59 and Sundays by 11:59 p.m.</td>
<td>10%</td>
</tr>
<tr>
<td>(a.) Rubric Based Discussion Board Participation Required.</td>
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<tr>
<td>(b.) For each module, students are required to respond to the instructor’s prompt and respond to the response of at least two other students.</td>
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<tr>
<td><strong>Final Assessment</strong></td>
<td>By April 27</td>
<td>20%</td>
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<tr>
<td>Submit your test preparation score to your instruction.</td>
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</tbody>
</table>
With at least a one page reflection of the content you still feel you need to understand in order to pass the State reading assessment.


<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% to 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% to 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% to 79%</td>
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<tr>
<td>D</td>
<td>60 to 69%</td>
</tr>
<tr>
<td>F</td>
<td>under 60%</td>
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</table>

XIV. Internet sites or databases

XV. Late Work:
Your work is due on the date indicated on the syllabus.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
I. CREDIT HOURS: 1

II. SEMESTER TAUGHT: Spring

III. COURSE TIME: Students will meet online or in person weekly. The co-requisite ED410. Meeting Dates: TBA

IV. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

V.

VI. COURSE DESCRIPTION:

The students will participate in supervised observation and practice in teaching reading strategies and developing reading materials for reading students at the elementary level. Thirty-two hours are required in this placement. The students will be placed in a scheduled reading instructional time in one of the following types of program: Title I, Reading Intervention, and/or in a regular classroom setting during the scheduled reading block. Co-requisite: ED410 Teaching and Diagnosis of Reading.
VII. NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS:

b.1 Understands learning theory, subject, and curriculum development; uses this knowledge in planning instruction to meet curriculum goals.

b.4 Creates short- and long-term plans that are linked to student needs, performance, and learning styles.

b.9 Plans/uses assessment strategies/instruments appropriate to learning outcomes evaluated.

d.1 Understands/uses formal/informal assessment strategies to evaluate/ensures intellectual, social, physical, aesthetic development of learner.

d.11 Demonstrates familiarity with variety of assessment tools, including portfolios, performance-based assessment, student writing.

f.1 Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

h.9 Understands the social, emotional, physical, and academic needs of students with exceptionalities.

h.11 Assists students with exceptionalities to have positive experiences in the regular classroom.

j-a a. Foundations: The teacher understands the foundations of reading and language arts development, including but not limited to:

i. research on reading;

ii. how children learn to speak, read, write, and listen;

iii. cultural, linguistic, environmental, and physiological factors in reading and language arts development;

iv. children’s developmental processes;

v. characteristics of proficient and non-proficient readers;

vi. relationship between oral and written language;

vii. language structure including graphophonics, semantics, syntax, and pragmatics systems.

vii. writing instruction, including: different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;

j-b b. Assessment:

i. The teacher understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately.

ii. The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

j-c Methods of instruction: The teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:

i. oral language development;

ii. phonemic awareness and phoneme manipulations, such as blending,
segmentation, and substitution;
iii. phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;
iv. vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences;
v. comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

IX. REQUIRED TEXT:


X. INSTRUCTOR INFORMATION

| INSTRUCTOR: | COMMUNICATIONS: | OFFICE HOURS: |
XI. ATTENDANCE:

Class Session Attendance:

Attendance at all field experience class meetings is required. One missed unexcused class session will result in a failed grade.

Field Experience Attendance:

Follow the NNMC field experience attendance policy when in the field. If you must miss a schedule observation, please inform me, and your cooperating teacher on or before the absence.

XII. CLASS TOPICS AND ASSIGNMENTS

College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and NNMC’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topic/Text Chapter (See hybrid online course for calendar based topics)</th>
<th>Competency</th>
<th>Assignment (Course Learning Modules for specific assignments aligned to each of the modules)</th>
<th>Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Introduction, Syllabus, Reading Theories, Historical Perspectives, Language Acquisition, and Reading Models</td>
<td>b-1, b-9</td>
<td>(1) In-class orientation and field requests</td>
<td>K-6- 9, D1-3</td>
</tr>
<tr>
<td>Week of Jan. 26</td>
<td></td>
<td></td>
<td>(2) Phonics and linguistic Analysis Self-Assessment</td>
<td></td>
</tr>
<tr>
<td>Module 2</td>
<td>State and National Reading Standards</td>
<td>b-1, b-9</td>
<td>(1) In-class orientation and field requests</td>
<td>K-1-4, K- 7, D1-3</td>
</tr>
<tr>
<td>Week of Feb. 2</td>
<td></td>
<td></td>
<td>(2) One observation of a 90 minute reading block</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essential Components of Reading Instruction, Becoming an Effective Teacher of</td>
<td>j- a, i, ii, iii, iv, iv, j-c, i, ii, iii, iv, v</td>
<td>(3) Phonics and Linguistic Analysis Self-assessments must be completed by this</td>
<td></td>
</tr>
<tr>
<td>Module 3</td>
<td></td>
<td></td>
<td>week. Bring your self-assessments to class on this day.</td>
<td></td>
</tr>
<tr>
<td>Week of Feb. 9</td>
<td></td>
<td></td>
<td>(1) Three hours field observation of a 90-minute reading block.</td>
<td>K 1-7, D1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2) Focused Observation 1</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Date</td>
<td>Topic</td>
<td>Subtopics</td>
<td>Observation Details</td>
</tr>
<tr>
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</tr>
<tr>
<td>Module 4</td>
<td>Week of Feb. 16</td>
<td>Teaching the Reading &amp; Writing Process</td>
<td>j-a i, ii, iii, iv, iv, j-c, i, ii, iii, iv, v</td>
<td>Three hours field observations of two 90-minute reading blocks. Focused Observation 1</td>
</tr>
<tr>
<td>Module 5</td>
<td>Week of Feb. 23</td>
<td>Assessing Students’ Literacy Development: Formal assessments: DIBELS Screener and qualities of the NMSBA</td>
<td>j-a i, ii, iii, iv, v</td>
<td>Three hours field observations of two 90-minute reading block.</td>
</tr>
<tr>
<td>Module 6</td>
<td>Week of March 2</td>
<td>Early Literacy Three Stages of Reading and Writing Brief Overview of Early Literacy Screening Indicators: Concepts of Print and DIBELS</td>
<td>j-c: i, ii, iii</td>
<td>Three hours field observations of two 90-minute reading blocks. Focused Observation 3</td>
</tr>
<tr>
<td>Module 7</td>
<td>Week of March 9</td>
<td>Cracking the Alphabetic Code: Phonemic Awareness</td>
<td></td>
<td>Three hours field observations of two 90-minute reading blocks.</td>
</tr>
<tr>
<td>Module 8</td>
<td>Week of March 23</td>
<td>Phonemic Awareness: Instructional Strategies</td>
<td>j-c: i, ii, iii</td>
<td>Three hours field observations of two 90-minute reading blocks. Focused Observation 4 and Focused Observation 5</td>
</tr>
<tr>
<td>Module 9</td>
<td>Week of March 30</td>
<td>Cracking the Alphabetic Code: Phonics &amp; Word Analysis Instructional Strategies</td>
<td>j-a i, ii, iii, iv, v</td>
<td>Three hours field observations of two 90-minute reading blocks. (Complete the Vowel Section of your text-page 87-132)</td>
</tr>
<tr>
<td>Module 10</td>
<td></td>
<td>Developing Fluent Readers and</td>
<td>j, iv</td>
<td>Three hours field observations of two 90-minute reading blocks.</td>
</tr>
<tr>
<td>Week of April 6</td>
<td><strong>Writers:</strong> Instructional Strategies to teach word identification and fluency</td>
<td>have been observed thus far.)</td>
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<thead>
<tr>
<th>Module 11 Week of April 13</th>
<th><strong>Vocabulary:</strong> <em>Expanding Students’ Knowledge of Words</em></th>
<th>j-5</th>
<th>One observation of a 90 minute reading block. Focused Observation 6 Complete Section IV and V of your Phonics Text (Page 135-157)</th>
</tr>
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<thead>
<tr>
<th>Module 12 Week of April 20</th>
<th><strong>Facilitating Student's Comprehension:</strong> <em>Reader Factors</em></th>
<th>j-5</th>
<th>One observation of a 90 minute reading block.</th>
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</table>

<table>
<thead>
<tr>
<th>Module 13 Week of April 27</th>
<th><strong>Comprehension:</strong> <em>Text Factors</em></th>
<th>b-9, d-1, d-11, j-b: i, ii, h-9, h-11</th>
<th>One observation of a 90 minute reading block.</th>
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<thead>
<tr>
<th>Module 14 Week of May 4</th>
<th><strong>Assessing Students’ Literacy Development:</strong> Informal assessments: <em>The QRI, Running Records and Miscue Analysis</em></th>
<th>b-9, d-1, d-11, j-b: i, ii, h-9, h-11</th>
<th>One observation of a 90 minute reading block. Complete the Structural Analysis of your Text (page 185-209 of your text)</th>
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<table>
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<tr>
<th>Module 15 Week of May 4</th>
<th><strong>Organizing for Instruction</strong></th>
<th>b1, b4, b9</th>
<th>One observation of a 90 minute reading block. Focused Observation 7</th>
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</table>

<table>
<thead>
<tr>
<th>Module 16 Week of May 4</th>
<th><strong>Differentiating Reading and Writing Instruction-Final Projects (Putting It All Together)</strong></th>
<th>j-a, b, c</th>
<th>One observation of a 90 minute reading block. Complete the Self Assessment by the Final Week of Class</th>
</tr>
</thead>
</table>

### XIII. COURSE REQUIREMENTS/GRADING CRITERIA

Utilize the required 37.5 hours with the following activities (Three hours (3) will be completed during in-class meetings. I will sign your logs reflecting these hours. Thirty-four and a half (34.5) hours will be competed in the field. Your field experience cooperating teacher will sign your field observation logs reflecting these 37.5 hours.)
(a) **Standard Observation:**

Students are required to complete weekly unstructured observations & reflections of reading instruction in the classroom or in special reading programs using the NNMC College of Education Lesson Plan Observation and reflection Sheet. Students are required to spend between 1 and ½ hours-3 hours at the field site per week during the scheduled reading block. During standard observation weeks, students are expected to actively observe the classroom teacher as the reading lesson is presented to students. Students are expected to actively observe the elementary pupils’ response to the lesson and their participation in activities related to the reading block. If the cooperating teacher allows, you may support students in one-to-one or small group reading assistance setting.

After each standard observation, you are required to: (I.) complete a journal entry for each standard weekly field observations, and (II. ) complete a lesson reflection form using NNMC’s observation form.

(b) **Focused Observations:**

Some modules require focused observations that are aligned to module content. These focused observations may include designing and presenting reading lessons one-on-one or with small groups during the reading block and assisting the cooperating teacher with small reading groups or with individual students, and/or interviewing teachers. After each focused observation, you are required to: (1) complete a journal entry for each standard weekly field observations, and (2) if applicable, complete a lesson reflection form using NNMC’s observation form.

(c) **Field Experience Log and Disposition Checklist:**

Students will be required to submit a field experience time log reflecting at least 33 hours of field experience and a disposition checklist. The disposition checklist and field experience log will be completed and signed by the cooperating teacher.

(d) **Completion of Phonics and Linguistic Analysis for the Teacher of Reading Workbook**

Students are required to complete the self-assessments and final assessments and all pages in between in the text: Phonics and Linguistic Analysis for the Teacher of Reading following the pace outlined in the syllabus. Submit the workbook with your field observation binders to your instructor the final week of class.

**Focused Observation #1:**

This observation should focus on the whole classroom. What kind of learning environment has the teacher created for learners? What are the qualities of the environment? How does this environment support literacy development (i.e. classroom
library, literacy independent learning centers, literacy-based display, etc)? How does the classroom environment demonstrate what the teacher values in terms of literacy development? How does the classroom environment demonstrate what the students value in terms of their literacy development? How would you adjust the environment in order to integrate elements you deem missing based on your reflections thus far? How has the observation changed your thinking about the kind of learning environment you’ll create for your students?

Focused Observation #2:

What is the role of language in the classroom? To what extend is the setting rich in language? How are students encouraged to use literacy, language and language to learn? How has this observation informed your thinking about the role of language in learning to read and write?

Focused Observation #3:

What is the role of phonemic awareness in the classroom? How do students demonstrate their level of linguistic analysis in the classroom? After obtaining the classroom teacher’s permission by having him/her sign your lesson plan, teach your phonemic awareness lessons to 1-3 students. Reflect on your teaching and the students learning. What worked? What didn’t work? How do you know? How would you adjust your teaching to ensue that all students learn the stated objectives?

Focused Observation #4:

Think about the reading instruction you observe in your field placement classroom. Which stage of the reading process does your cooperating teacher engage in most often? Which is used the least? Why do you think this is? How is phonics instruction taught in the classroom? How do you think teachers decide which type of reading to do with his/her students? Develop at least 5-8 questions do better understand how reading in general is taught and how the teachers ensures that phonic instruction is included in the lesson. Interview your cooperating teacher to gain additional insight into these questions. Include your questions and interview responses in your field journal. How has this observation informed your thinking about the role of phonics instruction?

Focused Observation #5:

After reading about the four ideas for word identification (see page 197-206), ask your cooperating teacher how s/he makes sure that all students have equal access and opportunity to learn new words. Does s/he have experiences that support the strategies described? Contemplate how a new teacher might learn from these experiences. Informally listen to and evaluate at least three students read in your field experience classroom. Use the four components of reading fluency from page 209 to help you evaluate each student as a reader. How has this observation informed your thinking about the role of vocabulary instruction?

Focused Observation #6:
Observe in one or more elementary classrooms during reading instruction. Try to determine what the classroom teacher is doing to facilitate comprehension in her/his students. Keep a list within your notes to share with your classmates.

Select a more capable reader and a less capable reader from your field placement classroom (you might want to ask your cooperating teacher for suggestions on whom to select). Interview each of them, asking them about their reading habits and attitudes. Listen to each read. Write a comparative analysis to describe your findings. (Analyze the students ability to comprehend what they read & compare the students' comprehension abilities.) How has this observation informed your thinking about the role of comprehension instruction?

Focused Observation #7:

Borrow a basal reading teacher's guide from your cooperating teacher or another teacher in the school. If you feel that you can't borrow a basal teacher's guide, let me and you may borrow one of mine. Compare and contrast the basal with the five components listed on page 326 of the 2010 text edition and the essential components found in Putting Reading First. Describe how this particular basal measures up to the five essential components of literacy instruction.

Journal Format

First page - Include your name, the name of the school you visited, the name of the teacher you visited, and all the dates and times of your visits.

Second page - Log sheet (Use NNMC’s College of Education Field Experience Log)

Third, fourth, etc., pages - This is where you record your observations for each day. Use one page per day.

The format for your observations pages should be as follows:

a) Date of visit

b) Name of teacher observed

c) Kind of class observed

d) Activities the class is engaging in; any pertinent observations or events; any events or activities that relate to topics discussed in class or in your readings

e) Reflections on your experiences. Reflect on your experiences, relating them to
what you expect from teaching, your own experiences in school, and what you have studied in class. THIS IS VERY IMPORTANT. Your reflections must be separate from your observations, but on the same page.

Therefore, each day of your observation should contain the information in a - d, in the upper part, and your reflections on the day on the lower half.

Appendix to your Journal:

In this Appendix, the student will describe his/her experiences if participating in activities 1 – 4. See below. Include artifacts in this section of your binder including QRI-4 completed assessment forms and observation artifacts.

In addition to classroom observations, and if the field site approves, teacher candidates in this class may:

1. Attend a faculty, department, instructional team, or School Improvement Team meeting, or interview a member of any of the above.

2. Collect data on student learning, analyze the data, reflect on prior teaching, and develop strategies for improving learning/behavior. OR Discuss with the Cooperating Teacher how this process is done.

3. Describe or use instructional strategies that engage all students in the learning process.

4. Identify the multiple literacy assessment tools (both formal and informal) used by the Cooperating Teacher to (a) determine areas that need improvement and (b) to develop a plan of improvement for students.

5. Identify teacher behaviors, rules, teaching materials, or other items you would use in your teaching of reading.

XIV. GRADING SCALE:
Grading will be based on class attendance and acceptable completion of class assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard and Focused Field Observations</td>
<td>Final Week of Class</td>
<td>50% NNMC SLO 1</td>
</tr>
<tr>
<td>Grading: Field Experience Requirement Rubric Included Below</td>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td>Completion of entire Phonics and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Format of Journal (Journal Style, Format, and Appendix)</td>
<td>Organization (well organized, easy to read and clearly outlined)</td>
</tr>
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<td>----------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>The student followed few, if any, of the instructions – 0-15 points</td>
<td>The journal is unorganized - 0-15 points</td>
</tr>
<tr>
<td></td>
<td>The student followed some of the instructions – 16-20 points</td>
<td>The journal is not easy to read, and is poorly organized -16-20 points</td>
</tr>
<tr>
<td></td>
<td>The student followed most of the instructions points 21-25</td>
<td>The journal is moderately easy to read, and is somewhat organized -21-25 points</td>
</tr>
<tr>
<td></td>
<td>The student followed the format instructions exactly 26-30 points</td>
<td>The journal is easy to read, and well organized 26 -30 points</td>
</tr>
</tbody>
</table>

A = 90% to 100%  B = 80% to 89%  C = 70% to 79%  D = 60 to 69%  F=under 60%

XV. ASSESSING STUDENT COMPETENCIES:

Observation & Critique of Reading Instruction:

Daily Observation Journal

Rubric for Evaluating Field Experience Requirements:
| Log & Dispositions Checklist | Dispositions Checklist are not included 0 pts | 0-10 field experience hours & Dispositions Checklist is Completed 1-6 pts | 11-23 hours & Dispositions Checklist is Completed 7-9 pts | 24-32 hours & Dispositions Checklist is Completed 10 pts |

XVI. LATE WORK
Your work is due on the date indicated on the syllabus. I will deduct 1 point for each day that your paper is late. If you are absent when an assignment is due, it is your responsibility to turn in the work the following business day. Do not wait until the next class to turn in your work, as this will substantially decrease your grade. In case of an emergency, you can e-mail me your assignment. Each student is responsible for maintaining copies of all completed assignments. Because humans and computers are not error-proof, I advise that you save often when writing papers, and once completed, save one copy to disk and one as a hard copy.

XVII. SPECIAL NEEDS:
NNMCC is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second class meeting. The Special Needs liaison's phone number is 505-747-2152.

XVIII. INFORMED CONSENT:
Some students may choose to disclose personal information during class. Therefore, it is important that all classmates agree to keep the information discussed in class confidential.

XIV. INCOMPLETE POLICY:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is your responsibility to complete the work according to the parameters of the deadline. The college's computer automatically changes an “I” to a “F” when the deadline passes.
Northern New Mexico College
College of Education
EDUCATION 422
Semester: Spring 2015

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. **Credit Hours:** 3 (3T + 0L)

II. **Semester Taught:** Spring 2015

III. **Course Time and Place:** Thursdays, 6:30 pm – 9:05 pm, at TEC-109

IV. **Instructor Information:**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raul R. Peralta</td>
<td>Northern New Mexico College, High Tech Bldg., Office 121. Telephone: (505) 747-5497 Email: <a href="mailto:rperalta@nnmc.edu">rperalta@nnmc.edu</a></td>
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</table>

<table>
<thead>
<tr>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fridays from 3:00 to 6:00 PM</td>
</tr>
</tbody>
</table>

V. **Required Text:**

VI. **Required Materials or Readings:**
Papers presented in section VII--Internet sites and databases.

VII. **E-mail Requirement:**
All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. **Attendance:**

Attendance is required for all class sessions. There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Revised January 15, 2015
IX. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment *within the first semester of enrollment in the program*. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test* (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent applications from being considered. In addition, failure to take/pass the exam will prevent applicants registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary Education (Subtests I and II)
   b. *Elementary Education (Subtests I and II)*
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Course Description:

This course is designed to prepare you to teach the National Council of Teachers of Mathematics Standard 3, K-8, Geometry, and Standard 4, K-8, Measurement. You will also address NCTM Standard 5, K-8, Data Analysis and Probability, integrated with NM Standards 6, 7, 8, 9, and 10. Problem Solving, Reasoning and Proof, Communications, Connections and Representations. You will be assessed based on performance measures designed to demonstrate mastery of mathematical concepts. You will participate in seminars and observe 10 hours of classroom instruction in the field. Prerequisite: ED 201, 213, 322. (3, 3T+0L)
XI. Course Objectives:

This course provides to prospective teachers a direction and assistance for implementing math instruction for their students that allow them to develop mathematical confidence and competence. Specifically, the class is designed to help prospective teachers to:

- Deepen their knowledge and appreciation of mathematics, and presents an extensive collection of explorations for the content areas of the mathematics curriculum, such as, measurement, probability and statistics, geometry and spatial sense, logical reasoning, patterns, functions and algebra, and number and its operations.
- Understand how children learn mathematics for organizing an instructional math program and structuring lessons for cooperative and independent learning.
- Integrate assessment into classroom instruction to measure, accurately, the level of attainment of the students in the math topics they learn.
- Establish a classroom environment that supports children’s learning of mathematics, and develop children’s ability to think and reason mathematically, and help them learn the concepts and skills they need to do so.

**Common Core Standards for Mathematical Practices**

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1. **CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.**

   Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway
rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. **CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. **CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that
which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. **CCSS.Math.Practice.MP4 Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. **CCSS.Math.Practice.MP5 Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external
mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6. **CCSS.Math.Practice.MP6 Attend to precision.**

   Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. **CCSS.Math.Practice.MP7 Look for and make use of structure.**

   Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

8. **CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.**

   Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity

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in the way terms cancel when expanding \((x - 1)(x + 1), (x - 1)(x^2 + x + 1),\) and \((x - 1)(x^3 + x^2 + x + 1)\) might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

XII. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

College wide Learning Outcomes:

1. Ability to communicate clearly and effectively  
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means  
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities  
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation  
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic...
programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-22-15</td>
<td>• A perspective on arithmetic</td>
<td>1-l-a-d</td>
<td>Quiz 1, due date: 1-28-15 (Blackboard)</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9 Skill 1, 2 Disposition 1, 2 &amp; NNMC SLO #4</td>
</tr>
<tr>
<td></td>
<td>• Common arithmetic errors</td>
<td>2-l-a-e</td>
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<td></td>
<td>• Number Sense</td>
<td>3-l-a-f</td>
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<tr>
<td></td>
<td>• Math Vocabulary</td>
<td>4-l-a, b</td>
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<td></td>
<td>• Class Discussion</td>
<td>5-l-a-d</td>
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<tr>
<td></td>
<td>• Extending Multiplication</td>
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<tr>
<td></td>
<td>• Adding and Subtraction</td>
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<tr>
<td>1-29-15</td>
<td>• Children’s Literature</td>
<td>1-l-a-d</td>
<td>Quiz 2, due date:2-4-15 (Blackboard) Paper discussion 1</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9 Skill 1, 2 Disposition 1, 2 &amp; NNMC SLO #1</td>
</tr>
<tr>
<td></td>
<td>• Linking assessment and instruction</td>
<td>2-l-a-e</td>
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<td></td>
<td>• Managing classroom instruction</td>
<td>3-l-a-f</td>
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<tr>
<td></td>
<td>• Place value</td>
<td>4-l-a, b</td>
<td></td>
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<tr>
<td></td>
<td>• Addition and Subtraction</td>
<td>5-l-a-d</td>
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<tr>
<td>2-5-15</td>
<td>• Measurement</td>
<td>1-l-a-d</td>
<td>Homework 1, due date: 2-12-15 Paper discussion 2</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9 Skill 1, 2 Disposition 1, 2 &amp; NNMC SLO #4</td>
</tr>
<tr>
<td></td>
<td>• Probability and Statistics</td>
<td>2-l-a-e</td>
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<tr>
<td></td>
<td>• Geometry and Spatial Sense</td>
<td>3-l-a-f</td>
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<tr>
<td></td>
<td>• Numbers and Operations</td>
<td>4-l-a, b</td>
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<td></td>
<td>• Mid-term</td>
<td>5-l-a-d</td>
<td></td>
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<tr>
<td>2-12-15</td>
<td>• Logical Reasoning</td>
<td>1-l-a-d</td>
<td>Homework 2, due date: 2-19-15 Quiz 3, due date: 2-19-15 (Blackboard)</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9 Skill 1, 2 Disposition 1, 2 &amp; NNMC SLO #1</td>
</tr>
<tr>
<td></td>
<td>• Patterns, Functions, and Algebra</td>
<td>2-l-a-e</td>
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<td></td>
<td>• Teaching arithmetic--introduction</td>
<td>3-l-a-f</td>
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<td></td>
<td>• Beginning Number Concepts</td>
<td>4-l-a, b</td>
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<td></td>
<td>• Conceptual</td>
<td>5-l-a-d</td>
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<tr>
<td>3-19-15</td>
<td>Spring Break</td>
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<tr>
<td>3-22-15</td>
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<tr>
<td>3-26-15</td>
<td>• Multiplication</td>
<td>1-l-a-d</td>
<td>Homework 6, due date: 4-2-15 Quiz 5, due date: 4-1-15 (Blackboard)</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9 Skill 1, 2 Disposition 1, 2 &amp; NNMC SLO #4</td>
</tr>
<tr>
<td></td>
<td>• Division</td>
<td>2-l-a-e</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Extending Multiplication and Division</td>
<td>3-l-a-f</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mid-term</td>
<td>4-l-a, b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-2-15</td>
<td>• Mid-term</td>
<td>5-l-a-d</td>
<td>Homework 7, due date: 4-9-15 Paper discussion 5</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9 Skill 1, 2 Disposition 1, 2 &amp; NNMC SLO #4</td>
</tr>
</tbody>
</table>

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XIII. Assignment Descriptions/ Assessment Criteria:

- Quizzes. They consisting of multiple option questions, and each question has four available answers (a, b, c, or d,) and quizzes will be posted online on the Blackboard. Students have a week to submit their answers, and quizzes are open-book/open-notes evaluations.

- Homework. Evaluations composed of open-ended questions that will measure the level of attainment of the students in solving math problems. After the due date, the instructor will posted the homework solutions, and discuss with the students the results.

- Paper discussions. The instructor will assign one paper to every student enrolled in the class. The student will study, analyze, and present the paper to the class. The instructor will use the rubric presented in appendix A of the syllabus. The list of papers is presented in the next section--“Internet sites or databases.”

- Reflections. Students will observe 10 hours in a Math class and will elaborate a meaningful reflection about the different techniques used by their mentor teachers, and how the impact in the learning process. The instructor will posted on Blackboard guidelines for each reflection. The week before final exams, students will submit the "Field Lab Experience Log Sheet" and the
"Field Placement–Teacher Candidate Dispositions Checklist." In order to grade the reflections, the instructor will use the rubric presented in appendix B of this document.

**Grading Policy**

Field Lab Experience (10 hours of observation)
- Field Lab Experience Log Sheet 5%
- Field Placement – Teacher Candidate Dispositions Checklist 5%
- Reflections 25%

Homework and quizzes 20%
Paper discussions 5%
Midterm 20%
Final exam 20%

**XIV. Internet sites or databases**

- Standards for Mathematical Practice, available at: [http://www.corestandards.org/Math/Practice/](http://www.corestandards.org/Math/Practice/)
- Papers:
  - Why Isn't the Mathematics We Learned Good Enough for Today's Students?
  - Improving Student Achievement in Mathematics
  - Teaching and Learning 21st Century Skills - Asia Society
  - Effective Pedagogy in Mathematics
  - Learning Effectiveness Online: What the Research Tell Us
  - Mathematics Teaching for Understanding: Reasoning, Reading, and Formative Assessment

**XV. Late Work:**

Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.
XVI. Students with Disabilities:

Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:

The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading:
99-100: A+
93-98: A
91-92: A-
89-90: B+

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Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades. If you are going to use that in your grading be sure the grading scale reflects that grading system.

XX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
## Appendix A: Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Objective</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Constantly looks at someone or some groups at all times.</td>
<td>Occasionally looks at someone or some groups during presentation.</td>
<td>Only focuses attention to one particular part of the class does not scan audience.</td>
<td>Does not attempt to look at audience at all, reads notes the entire time.</td>
<td></td>
</tr>
<tr>
<td><strong>Posture (Non-verbal skills)</strong></td>
<td>Stands up straight with both feet on the ground.</td>
<td>Occasionally slums during presentation.</td>
<td>N/A</td>
<td>Sits during presentation or slumps.</td>
<td></td>
</tr>
<tr>
<td><strong>Visual presentation</strong></td>
<td>Slides clear and lettering large enough for the entire classroom. Tables, graphs used.</td>
<td>Slide lettering is large enough for entire classroom, but some slides are unclear.</td>
<td>Slide lettering approaching acceptable size and some slides are unclear.</td>
<td>Slides are too busy or lettering too small. Too many slides.</td>
<td></td>
</tr>
<tr>
<td><strong>Completeness of Content</strong></td>
<td>Thoroughly explains all points.</td>
<td>Majority of points covered in depth, some points glossed over.</td>
<td>Majority of points glossed over.</td>
<td>One or more points left out.</td>
<td></td>
</tr>
<tr>
<td><strong>Time frame</strong></td>
<td>Presentation falls within required time frame.</td>
<td>N/A</td>
<td>Presentation is more than maximum time.</td>
<td>Presentation is less than minimum time.</td>
<td></td>
</tr>
<tr>
<td><strong>Enthusiasm (Vocal Skill)</strong></td>
<td>Demonstrates a strong positive feeling about topic during entire presentation.</td>
<td>Occasionally shows positive feelings about topic.</td>
<td>Shows some negativity toward topic presented.</td>
<td>Shows absolutely no interest in topic presented.</td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism of Presentation</strong></td>
<td>Presentation is organized and the interest level of the audience is maintained.</td>
<td>Thoughts articulated clearly, though does not engage audience.</td>
<td>Thoughts don't flow, not clear, does not engage audience.</td>
<td>Mumbles, audience has difficulty hearing, confusing.</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix B: Reflection Rubric

<table>
<thead>
<tr>
<th>Objective</th>
<th>5 High Proficiency</th>
<th>4 Proficiency</th>
<th>3 Some Proficiency</th>
<th>2 No/Limited Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>Reflection and its purpose are clear to the reader; closely matches the writing task.</td>
<td>Reflection is fairly clear and matches the writing task.</td>
<td>Reflections is somewhat vague OR only loosely related to the writing task.</td>
<td>Reader cannot determine the purpose of the reflection OR it has no relation to the writing task.</td>
</tr>
<tr>
<td>Organization</td>
<td>Fully &amp; imaginatively supports reflection &amp; purpose. Sequence of ideas is effective. Transitions are effective.</td>
<td>Organization supports reflection &amp; purpose. Transitions are mostly appropriate. Sequence of ideas could be improved.</td>
<td>Some signs of logical organization. May have abrupt or illogical shifts &amp; ineffective flow of ideas.</td>
<td>Unclear organization OR organizational plan is inappropriate to the reflection. No transitions.</td>
</tr>
<tr>
<td>Support/Reasoning (ideas, details)</td>
<td>Uses sources to support, extend, and inform, but not substitute writer’s own development of idea. Combines material from a variety of sources, including personal observation, scientific data, and authoritative testimony. Doesn’t overuse quotes.</td>
<td>Uses sources to support, extend, and inform, but not substitute writer’s own development of idea. Doesn’t overuse quotes, but may not always conform to required style manual.</td>
<td>Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations &amp; paraphrases may be too long and/or inconsistently referenced.</td>
<td>Neglects important sources. Overuse of quotations or paraphrase to substitute writer’s own ideas. (Possibly uses source material without acknowledgment.)</td>
</tr>
<tr>
<td>Writing conventions/grammar/spelling/usage/punctuation.</td>
<td>Essentially error free. Evidence of superior control of diction.</td>
<td>Mechanical and usage errors that do not interfere with meaning.</td>
<td>Repeated weaknesses in mechanics and usage. Pattern of flaws.</td>
<td>Mechanical &amp; usage errors so severe that writer’s ideas are hidden.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Essay looks neat, crisp, and professional. Use of tables, graphics, pictures to enhance presentation.</td>
<td>Essay looks neat but violates one or two formatting rules. Some use of tables, graphs but marginally enhance presentation.</td>
<td>Essay looks fairly neat but violates some formatting rules. No use of visual aids to enhance presentation.</td>
<td>Essay looks untidy and does not follow basic formatting rules (e.g. margins, headers &amp; footers).</td>
</tr>
</tbody>
</table>

Course: ___________________________  Student: ___________________________
Date: ____________________________  Overall Score: ______

Revised January 15, 2015
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: TEC 106, 6:00pm-8:30pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Robbins, Ph.D.</td>
<td><a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a> Office: TEC 211 Phone: 505-747-5466</td>
<td>Wed 2:00-6:00pm And by appointment</td>
</tr>
</tbody>
</table>

V. Required Text: No Text Required
Assignments for this course will require students to use the internet and the library to seek out supportive sources. No one text or website will provide students with all of the information that they will need. The course instructor will provide supplemental readings.

VI. Required Materials or Readings: All students are required to keep a lab manual and will be expected to read materials shared by the instructor and come to classes prepared to discuss content.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance: Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

Revised January 15, 2015
· Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
· Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. **Catalog Course Description:**
This course is part of a two-semester series (EDU 313 and EDU 423) that prepares teacher credential candidates to use best practices in science and math teaching for K-8 students. Pre-requisite: EDU 201 with a grade of C or better.

XI. **Course Objectives:**
All Education classes at NNM College are competency-based, meaning that students complete assignments that align to the New Mexico State Competencies for Entry-Level Teachers. With this in mind, upon completion of the course we expect that you will:
1. Understand the nature and purpose of teaching constructivist, inquiry-based science and math in the elementary school curriculum, especially FOSS and STC lessons used in northern NM school districts.
2. Be able to understand the importance of visual literacy and how they relate to process thinking skills in science.
3. Make connections between the teaching of science and math in the classroom and why science and math should matter to people in northern New Mexico.
4. Explore best methods in teaching science and math to children of diverse ethnic, cultural and linguistic backgrounds.
5. Become knowledgeable of the current National Science Education Standards and Benchmarks (Next Generation Science Standards).
6. Develop or extend an area of science expertise in two of the three content areas of science (Earth/Space and Physical).
7. Increase your confidence as a teacher and learner of math and science.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.
4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment Due</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
</table>
| 1/21 | Introductions  
Contemplative Pedagogy  
Critical Pedagogy  
Course Overview  
Syllabus  
Activity: *The Nature of Science*  
Video: *What is Science*  
https://www.youtube.com/watch?v=YwYEy5AXwIQ | Knowledge  
3,4,6,7,8,9  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 | **DUE:**  
Reflection #1 | A-1,4  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e |
| 1/28 | Lab Scavenger Hunt  
Rewrite Lab Etiquette & Safety  
Schedule Labs  
Lab Manual/Report Organization  
Practice Lab, Manual Use and Lab Report | Knowledge  
3,4,6,7,8,9  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 | **DUE:**  
Reflection #2  
List of 3 choice labs to conduct, directions  
**READ:** From Activity to Inquiry | A,2,5,6  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e |
| 2/4  | **FIELD DAY-SCIENCE FAIR**  
Lab Scavenger Hunt  
Rewrite Lab Etiquette & Safety  
Schedule Labs  
Lab Manual/Report Organization  
Practice Lab, Manual Use and Lab Report | Knowledge  
3,4,6,7,8,9  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 | **DUE:**  
Reflection #3  
Judging HOLY CROSS Science Fair on 2/5  
8am-12pm | A 1,2,4,5,6  
A7: A,B,C,F  
B 7,8,9,10,11  
C1,2,3,4,7,10,11  
E 1a,1b,1c,1d  
E 3b,3c,3d,3e  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e |
| 2/11 | **Lesson Planning for Labs**  
Lesson Plan for Lab#1 | Knowledge  
3,4,6,7,8,9  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 | **DUE:**  
Reflection #4  
Lesson Plan 1  
Lesson Plan 2 | A 1, 4,  
A7: A,B,C,F  
B 9,10,11  
D 1,2,3,4,6,7,8, |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
<th>Skills</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/18</td>
<td>Lab Manual Instruction</td>
<td>Conduct Lab #1: Crystal Formation&lt;br&gt;Lab #1 Manual Report&lt;br&gt;CLASS Observations&lt;br&gt;Library Scavenger Hunt</td>
<td>Math&lt;br&gt;Skills 2</td>
<td>DUE: Reflection #5 Research Paper Proposal&lt;br&gt;A 1, 4,</td>
</tr>
<tr>
<td>2/25</td>
<td>FIELD DAY-MESA PRIETA</td>
<td>Knoweldge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>Dispositions 1,2,3 Skills 2</td>
<td>DUE: Reflection #6&lt;br&gt;VISIT TO MESA PRIETA PETROGLYPHS 12-2p.m. 2/21/2015&lt;br&gt;A 1, 4, A7: A,B,C,F B 9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
</tr>
<tr>
<td>3/4</td>
<td>Lesson Plan for Lab #2</td>
<td>Conduct Lab #2: Discovering Minerals&lt;br&gt;Lab #2 Manual Report</td>
<td>Knowledge 3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>DUE: Reflection #7&lt;br&gt;Lesson Plan 3&lt;br&gt;A 1, 4, A7: A,B,C,F B 1,2,3,4 E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 J Science b,c,d,e</td>
</tr>
<tr>
<td>3/11</td>
<td>Lesson Plan for Lab #3</td>
<td>Conduct Lab #3: Will it sink or float?&lt;br&gt;Lab #3 Manual Report</td>
<td>Knowledge 3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>DUE: Reflection #8&lt;br&gt;Lesson Plan 4&lt;br&gt;A 1, 4, A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
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<tr>
<td>3/18</td>
<td>NO CLASS</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>FIELD DAY</td>
<td>CLASS OBSERVATIONS ONLINE</td>
<td>SCIENCE SEMINAR</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Knowledge 3,4,5,6,7,8,9</td>
<td>Dispositions 1,2,3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Skills 2</td>
<td></td>
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<td><strong>DUE:</strong> Reflection #9 Lesson Plan 5</td>
<td></td>
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<tr>
<td>4/1</td>
<td>Lesson Plan for Lab #4</td>
<td>Conduct Lab #4: Force &amp; Motion</td>
<td>Test your dominant side</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Lab #4 Manual Report</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Dispositions 1,2,3</td>
<td>Skills 2</td>
<td></td>
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<td></td>
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<td><strong>DUE:</strong> Reflection #10 Lesson Plan 6</td>
<td></td>
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<tr>
<td>4/8</td>
<td>Lesson Plan for Lab #5</td>
<td>Conduct Lab #5: Plant Biology</td>
<td>Leafy Secrets</td>
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<tr>
<td></td>
<td></td>
<td>Lab #5 Manual Report</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Dispositions 1,2,3</td>
<td>Skills 2</td>
<td></td>
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<tr>
<td></td>
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<td><strong>DUE:</strong> Outline of Research Paper</td>
<td></td>
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<tr>
<td>4/15</td>
<td>RESEARCH-Library Visit</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td>Dispositions 1,2,3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Skills 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>DUE:</strong> Reflection Synthesis Paper</td>
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</tbody>
</table>

G 1,2,3,5,8
I 3
J Science b,c,d,e

Revised January 15, 2015
**RESEARCH- Library Visit**

<table>
<thead>
<tr>
<th>4/22</th>
<th>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DUE:</strong></td>
<td>Lab Manual</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>1,2,4,5,6</td>
</tr>
<tr>
<td><strong>A7:</strong></td>
<td>A,B,C,F</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>7,8,9,10,11</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>1,2,3,4,7,10,11</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>1,2,3,4</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>1a,1b,1c,1d</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>3b,3c,3d,3e</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>1,2,4,5,6,7</td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>1,2,3,5,8</td>
</tr>
<tr>
<td><strong>H</strong></td>
<td>4,5,8</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>J</strong></td>
<td>Science b,c,d,e</td>
</tr>
</tbody>
</table>

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**RESEARCH GRAND ROUNDS**

**Lesson Plan for Friday Academy**

**PREPARE LAB FOR FRIDAY ACADEMY**

<table>
<thead>
<tr>
<th>4/29</th>
<th>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DUE:</strong></td>
<td>Classroom Observation Log &amp; Report</td>
</tr>
<tr>
<td></td>
<td>Prepare Science Lab Lesson for Friday Academy</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>1,2,4,5,6</td>
</tr>
<tr>
<td><strong>A7:</strong></td>
<td>A,B,C,F</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>7,8,9,10,11</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>1,2,3,4,7,10,11</td>
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<tr>
<td><strong>D</strong></td>
<td>1,2,3,4</td>
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<tr>
<td><strong>E</strong></td>
<td>1a,1b,1c,1d</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>3b,3c,3d,3e</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>1,2,4,5,6,7</td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>1,2,3,5,8</td>
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<tr>
<td><strong>H</strong></td>
<td>4,5,8</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>J</strong></td>
<td>Science b,c,d,e</td>
</tr>
</tbody>
</table>

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**FIELD DAY- FRIDAY ACADEMY**

<table>
<thead>
<tr>
<th>5/6</th>
<th>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DUE:</strong></td>
<td>FRIDAY 5/8/15 ASSIST FRIDAY ACADEMY SCIENCE LAB</td>
</tr>
</tbody>
</table>

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**FINAL EXAMS...**

<table>
<thead>
<tr>
<th>5/13</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>DUE:</strong></td>
<td>Research Paper</td>
</tr>
</tbody>
</table>

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### XIII. Assignment Descriptions/ Assessment Criteria:

**Requirements and Evaluation:**

1. **Attendance and participation (20%)**: All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Students will sign in to each class in order to document attendance; attendance is worth a total of 10% of the overall grade (each class signed into is worth 1%). Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and present a final project. Student participation is worth 10% of the overall grade.

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Revised January 15, 2015
2. **Reflection Journal & Paper (10%)**: Each student will keep a reflection journal for the course of the semester. Each week students will make at least one entry based on reflections on course readings and activities. Near the end of the semester, each student will analyze his or her entries and submit a 2-3 page summary of their journal. This is worth 20% of the final grade.

3. **Math & Science Lesson Plans (5%)**: Students will collaborate to develop lesson plans for each lab lesson on math and science topics chosen collectively. Each lesson plan is worth 1% of the final grade; in total, the five lessons amount to 5% of the final grade.

4. **Science Fair Judging (10%)**: Each student will have the opportunity to participate in a local school science fair. Students will observe science fair projects, help judge and tally scores. This is worth 10% of the final grade. Students that cannot attend the scheduled local school science fair will need to develop and submit science fair assignment details and event guidelines.

5. **Lab Manual Reports (20%)**: Students will use lab manuals to record data during labs. Students will complete a lab report within their manuals for each lab. A total of 5 labs will be conducted; thus, a total of 5 lab reports are required.

6. **Classroom Observations (5%)**: All students will complete ten hours of classroom observation evidenced by a Field Lab Experience/Practicum Log Sheet. This is worth 5% of the final grade.

7. **Classroom Observation Report (5%)**: All students will write a one page, single spaced, evaluation report on a one hour classroom observation. This is worth 5% of the final grade.

8. **Research Paper Proposal (5%)**: Students will submit a proposed research topic via email to the professor by 2/18/2015. This is worth 5% of the overall grade.

9. **Research Paper (20%)**: All students will contribute toward an 8-10pg. research paper summarizing their investigations into published sources of information on the topic of teaching science to ELL learners and adapting the lesson on Mexican Jumping Beans for an ELL class. The paper will include evidence from 8-10 cited studies/publications addressing the topic of interest, analysis of this evidence and a conclusion. More information can be found in the *Guidelines for the Research Paper* document.

A.) Required Professional Competency-Based Artifacts for Courses with **Field Lab Experiences**:

- Professional Competency-Based Collection of Artifacts* 20%

Revised January 15, 2015
Field Lab Experience Log Sheet 50%
Classroom Disposition Checklist (Faculty) 5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s) 15%
*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases: TBD

XV. Late Work:
Your work is due on the date indicated on the syllabus. Your work is due on the date indicated on the syllabus. All assignments are expected to be completed and submitted on time (by 6:00 p.m. on the due date unless noted otherwise). If you believe you will not be able to turn in an assignment on time please contact me as soon as possible. Five percentage points will be taken off the assignment’s final grade for every day the assignment is late.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.
XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico College
College of Education
EDUCATION 423
Semester: SPRING 2015

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: TEC 106, 6:00pm-8:30pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Robbins, Ph.D.</td>
<td><a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a></td>
<td>Wed 2:00-6:00pm</td>
</tr>
<tr>
<td>Office: TEC 211</td>
<td>Phone: 505-747-5466</td>
<td>And by appointment</td>
</tr>
</tbody>
</table>

V. Required Text: No Text Required
Assignments for this course will require students to use the internet and the library to seek out supportive sources. No one text or website will provide students with all of the information that they will need. The course instructor will provide supplemental readings.

VI. Required Materials or Readings: All students are required to keep a lab manual and will be expected to read materials shared by the instructor and come to classes prepared to discuss content.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance: Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

Revised January 15, 2015
· Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.

· Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. **Assessment of Professional Knowledge: Elementary**
   b. **Elementary Education (Subtests I and II)**
   c. **Essential Components of Elementary Reading Instruction**
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

**X. Catalog Course Description:**
This course is part of a two-semester series (EDU 313 and EDU 423) that prepares teacher credential candidates to use best practices in science and math teaching for K-8 students. Pre-requisite: EDU 201 with a grade of C or better.

**XI. Course Objectives:**
All Education classes at NNM College are competency-based, meaning that students complete assignments that align to the New Mexico State Competencies for Entry-Level Teachers. With this in mind, upon completion of the course we expect that you will:
1. Understand the nature and purpose of teaching constructivist, inquiry-based science and math in the elementary school curriculum, especially FOSS and STC lessons used in northern NM school districts.
2. Be able to understand the importance of visual literacy and how they relate to process thinking skills in science.
3. Make connections between the teaching of science and math in the classroom and why science and math should matter to people in northern New Mexico.

Revised January 15, 2015
4. Explore best methods in teaching science and math to children of diverse ethnic, cultural and linguistic backgrounds.
5. Become knowledgeable of the current National Science Education Standards and Benchmarks (Next Generation Science Standards).
6. Develop or extend an area of science expertise in two of the three content areas of science (Earth/Space and Physical).
7. Increase your confidence as a teacher and learner of math and science.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.
4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment Due</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
</table>
| 1/21 | Introductions  
Contemplative Pedagogy  
Critical Pedagogy  
Course Overview  
Syllabus  
Activity: The Nature of Science  
Video: What is Science https://www.youtube.com/watch?v=YwYEy5AXwIQ                                                                                                                                                                                                                                    | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2                                                                                                                                                    | **DUE:**  
Reflection #1                                                                                                                                                                                                 | A-1,4  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e  |
| 1/28 | Lab Scavenger Hunt  
Rewrite Lab Etiquette & Safety  
Schedule Labs  
Lab Manual/Report Organization  
Practice Lab, Manual Use and Lab Report                                                                                                                                                                                                                                                                                                                                                     | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2                                                                                                                                                    | **DUE:**  
Reflection #2  
List of 3 choice labs to conduct, directions  
**READ:** From Activity to Inquiry                                                                                                               | A,2,5,6  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e  |
| 2/4  | **FIELD DAY-SCIENCE FAIR**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2                                                                                                                                                    | **DUE:**  
Reflection #3  
Judging HOLY CROSS Science Fair on 2/5  
8am-12pm                                                                                                                                                                                                                                                                  | A 1,2,4,5,6  
A7: A,B,C,F  
B 7,8,9,10,11  
C1,2,3,4,7,10,11  
E 1a,1b,1c,1d  
E 3b,3c,3d,3e  
F 1,2,4,5,6,7  
G 1,2,3,5,8  
I 3  
J Science b,c,d,e  |
| 2/11 | Lesson Planning for Labs  
Lesson Plan for Lab#1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3                                                                                                                                                    | **DUE:**  
Reflection #4  
Lesson Plan 1  
Lesson Plan 2                                                                                                                                                                                                                                                        | A 1, 4,  
A7: A,B,C,F  
B 9,10,11  
D 1,2,3,4,6,7,8, |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Due Date/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/18</td>
<td><strong>Lab Manual Instruction</strong></td>
<td><strong>DUE:</strong> Reflection #5 Research Paper Proposal</td>
</tr>
<tr>
<td></td>
<td><strong>Conduct Lab #1:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Crystal Formation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lab #1 Manual Report</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CLASS Observations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Library Scavenger Hunt</strong></td>
<td></td>
</tr>
<tr>
<td>2/25</td>
<td><strong>FIELD DAY-MESA PRIETA</strong></td>
<td><strong>DUE:</strong> Reflection #6 VISIT TO MESA PRIETA PETROGLYPHS 12-2p.m. 2/21/2015</td>
</tr>
<tr>
<td>3/4</td>
<td><strong>Lesson Plan for Lab #2</strong></td>
<td><strong>DUE:</strong> Reflection #7 Lesson Plan</td>
</tr>
<tr>
<td></td>
<td><strong>Conduct Lab #2:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Discovering Minerals</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lab #2 Manual Report</strong></td>
<td></td>
</tr>
<tr>
<td>3/11</td>
<td><strong>Lesson Plan for Lab #3</strong></td>
<td><strong>DUE:</strong> Reflection #8 Lesson Plan</td>
</tr>
<tr>
<td></td>
<td><strong>Conduct Lab #3:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Will it sink or float?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lab #3 Manual Report</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Math Competency Review**

- **Skills**
  - 2

**D**
- 9, 10, 12, 14
- E 1a, 1b, 1c, 1d
- E 3b, 3c, 3d, 3e
- F 1, 2, 4, 5, 6, 7
- G 1, 2, 3, 5, 8
- I 3
- J Science b, c, d, e

**Revised January 15, 2015**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
<th>Required Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/18</td>
<td>NO CLASS</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>FIELD DAY</td>
<td>CLASS OBSERVATIONS ONLINE</td>
<td>SCIENCE SEMINAR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge 3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>DUE: Reflection #9 Lesson Plan 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A 1, 4, A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
<td></td>
</tr>
<tr>
<td>4/1</td>
<td>Lesson Plan for Lab #4 Conduct Lab #4: Force &amp; Motion Test your dominant side</td>
<td>Lab #4 Manual Report</td>
<td>Knowledge 3,4,5,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: Reflection #10 Lesson Plan 6</td>
<td>A 1, 4, A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 H 4,5,8 I 3 J Science b,c,d,e</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>A 1, 4, A7: A,B,C,F B 1,2,3,4 E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 J Science b,c,d,e</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>A 1, 4, A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 D 1,2,3,4 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7</td>
</tr>
</tbody>
</table>
### RESEARCH - Library Visit

**4/22**

**Knowledge**
- 3, 4, 6, 7, 8, 9
- Dispositions
- 1, 2, 3
- Skills
- 2

**DUE:**
- Lab Manual

### RESEARCH GRAND ROUNDS

**4/29**

**Lesson Plan for Friday Academy**

**Prepare Lab for Friday Academy**

**Knowledge**
- 3, 4, 6, 7, 8, 9
- Dispositions
- 1, 2, 3
- Skills
- 2

**DUE:**
- Classroom Observation Log & Report
- Prepare Science Lab Lesson for Friday Academy

### FIELD DAY - FRIDAY ACADEMY

**5/6**

**Knowledge**
- 3, 4, 6, 7, 8, 9
- Dispositions
- 1, 2, 3
- Skills
- 2

**DUE:**
- FRIDAY 5/8/15 ASSIST FRIDAY ACADEMY SCIENCE LAB

### FINAL EXAMS...

**5/13**

**DUE:**
- Research Paper

---

**XIII. Assignment Descriptions/ Assessment Criteria:**

**Requirements and Evaluation:**

1. **Attendance and participation (20%)**: All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Students will sign in to each class in order to document attendance; attendance is worth a total of 10% of the overall grade (each class signed into is worth 1%). Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and present a final project. Student participation is worth 10% of the overall grade.
2. **Reflection Journal & Paper (10%)**: Each student will keep a reflection journal for the course of the semester. Each week students will make at least one entry based on reflections on course readings and activities. Near the end of the semester, each student will analyze his or her entries and submit a 2-3 page summary of their journal. This is worth 20% of the final grade.

3. **Math & Science Lesson Plans (5%)**: Students will collaborate to develop lesson plans for each lab lesson on math and science topics chosen collectively. Each lesson plan is worth 1% of the final grade; in total, the five lessons amount to 5% of the final grade.

4. **Science Fair Judging (10%)**: Each student will have the opportunity to participate in a local school science fair. Students will observe science fair projects, help judge and tally scores. This is worth 10% of the final grade. Students that cannot attend the scheduled local school science fair will need to develop and submit science fair assignment details and event guidelines.

5. **Lab Manual Reports (20%)**: Students will use lab manuals to record data during labs. Students will complete a lab report within their manuals for each lab. A total of 5 labs will be conducted; thus, a total of 5 lab reports are required.

6. **Classroom Observations (5%)**: All students will complete ten hours of classroom observation evidenced by a Field Lab Experience/Practicum Log Sheet. This is worth 5% of the final grade.

7. **Classroom Observation Report (5%)**: All students will write a one page, single spaced, evaluation report on a one hour classroom observation. This is worth 5% of the final grade.

8. **Research Paper Proposal (5%)**: Students will submit a proposed research topic via email to the professor by 2/18/2015. This is worth 5% of the overall grade.

9. **Research Paper (20%)**: All students will contribute toward an 8-10pg. research paper summarizing their investigations into published sources of information on the topic of teaching science to ELL learners and adapting the lesson on Mexican Jumping Beans for an ELL class. The paper will include evidence from 8-10 cited studies/publications addressing the topic of interest, analysis of this evidence and a conclusion. More information can be found in the Guidelines for the Research Paper document.

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:

   Professional Competency-Based Collection of Artifacts* 20%

Revised January 15, 2015
Field Lab Experience Log Sheet 50%
Classroom Disposition Checklist (Faculty) 5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s) 15%
*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264;
ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED)
SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases: TBD

XV. Late Work:
Your work is due on the date indicated on the syllabus. Your work is due on the date indicated on the syllabus. All assignments are expected to be completed and submitted on time (by 6:00 p.m. on the due date unless noted otherwise). If you believe you will not be able to turn in an assignment on time please contact me as soon as possible. Five percentage points will be taken off the assignment’s final grade for every day the assignment is late.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.
XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
ED 450/452 Pedagogy and Learning

Northern New Mexico College
College of Education
EDUCATION 450/452
Semester: Spring 2015

KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

Revised July 3, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: Hybrid online and face to face. Face to face meetings: January 24th , March 7th (BA only); April 11th; and May 9th

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rose Chiovitti-Cavalcante</td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> 747-5463</td>
<td>TU: 2-4 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TH: 2-4 pm</td>
</tr>
</tbody>
</table>

V. Required Text:


And


VI. Required Materials or Readings: Supplemental materials are provided online in blackboard.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259. Note that faculty will not communicate with you through your personal email.

VIII. Attendance:

Attendance is required for all class sessions. There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Course Description:

Revised July 3, 2014
NNMC COE envisions to educate professionals who possess a solid theoretical foundation in education. This foundation will allow future professionals in education to make sophisticated and informed decisions in the field. This course will help you, as a COE student, to develop this needed theoretical foundation and a critical view of various educational practices. In this course you will learn about or review some aspects related to the social, emotional, physical, and cognitive development of students and critically examine theories that enable teachers to become effective practitioners.

In addition, you will learn, understand, and start to use the foundation of different theories of education and learning to plan for instruction in the classroom. In addition, you will understand the role of regular education teachers in teaching students with special needs in the classroom, the main characteristics of the 13 disabilities covered under IDEA and strategies you can use to address those students needs in the classroom. This course is designed to develop:

- Inquiry-oriented teachers
- Life-long learners and teachers
- Self-reflective teachers
- Teachers who are familiar with theoretical knowledge
- Critical thinkers
- A community of learners who share thoughts and ideas both orally and in writing.

* BA Students!

The ED 450 class is a NNMC Writing Intensive Course where BA students will develop and improve their writing skills to communicate within the fields of education. That means that BA students will have more writing assignments embedded into the course and additional face to face meetings as compared to their ALP peers.

**X. Course Objectives:**

The New Mexico Teacher Competencies for entry-level teachers addressed by this course are:

A: 2, 3, 8A, 8B, 8D, 8H; B: 1, 2, 3, 4, 6, 7; C: 3, 5; 7 E: 2d; F: 1, 2; G: 2; H: 2, 3, 4, 8, 9, 11; I: 1, 2, 3;
K: 2, 3, 9, 14

Areas of the COE Conceptual Framework addressed in this course are:

Knowledge Principles: 1, 2, 4, 7, and 8
Skills: 1
Dispositions: 1, 2, and 3

**NNMC College Wide Goals**

1) Communication

**NNMC 1.a** – Express ideas coherently and persuasively through oral and written communication.

**NNMC 1.b** - Speak coherently and appropriately for various audiences and situations.

**NNMC 1.c** – Present ideas and information effectively for specific purposes through written statements.

Revised July 3, 2014
2) Critical Thinking  
**NNMC 2.a** – Analyze and synthesize information  
**NNMC 2.d** – Function as independent thinkers and as members of collaborative groups.

3) Cultural Competence  
**NNMC 3.a** - Understand and appreciate cultural diversity

4) Information Competency and Research  
**NNMC 4.b** - Locate relevant information in printed and electronic from and credit it properly  
**NNMC 4.e** – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software  
**NNMC 4.f** - Use the internet to communicate effectively through e-mail and other communication tools.

### XI. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
<th>NNMC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/11/15</td>
<td>IDEA disabilities and Inclusion</td>
<td>A 3, 8B, 8D B 2,3,4,6 C5 E 2d</td>
<td>F 1 H 2,3,9 I 2 K 9</td>
<td>Research Paper and Power Point Presentation</td>
<td>K 2,4,6,7,8,9 S 1 D 1,2,3</td>
</tr>
<tr>
<td>05/09/15</td>
<td>Diversity in the classroom</td>
<td>A, 2, 8A, 8B, 8D, 8H B1,2,3,4,6,7 C 3,5,7</td>
<td>F 1,2 H 9 I 1,2,3 K 3,9</td>
<td>Lesson Plan addressing one of Gardner’s Multiple Intelligences</td>
<td>K 1,2,3,4,6,7,8 S 1 D 1,2,3</td>
</tr>
</tbody>
</table>

### XII. Assignment Descriptions/ Assessment Criteria:

1) Research paper  
**Directions**  
**The context:**  
You are a special education expert that have been invited to teach a professional development seminar for regular education teachers in a public school district. The
district is planning to implement the full inclusion of students with special needs next year and this professional development is intended to provide regular education teachers with information about the different disability categories under IDEA (The Individual with Disabilities Act) and the instructional strategies (accommodations and modifications) that teachers can use to address the needs of these students in the classroom.

- You will write a 12 page research paper, using APA style on one of the disabilities covered under the IDEA (Individuals’ with Disability Education Act).

  To learn more about APA go Purdue University’s writing center website. There you will find, not only the guidelines to use APA style correctly in your paper, but also other materials and resources to help you with your writing. The site is [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/). The paper should include at least a cover page, a references page, and an abstract. The references should also be cited in the body of the paper following APA style.

In your paper you should address the following questions (do not write your paper in a question/answer format. Only use those questions to help you think critically about the topic as you write your paper).

1) What is this disability all about (its characteristics, signs, symptoms and associated behaviors)?
2) How is this disability expressed in the classroom (in terms of learning and social behaviors)?
3) What are the advantages and disadvantages of including these students in the regular classroom?
4) What can a regular education teacher (alone or in collaboration with a SPED teacher) do to address the needs of her students with this disability in the classroom/school?

- You will also prepare a power presentation of your paper and present it as it was a professional development workshop to teachers in a particular school district. In addition to the power point, you will bring relevant resources (in the form of handouts) that you have found on the topic and that will be useful for “the teachers” (your classmates) in the district. Among the resources(handouts, you should include a copy of your annotated bibliography and list of sites that you used to write your paper.

  - Note that one section of your final paper will be a discussion of the pros and cons of inclusion. This section should have been worked already through your first assignment. For the paper you will only need to modify it to fit the narrative flow of your paper.

A power point with guidelines on how to prepare an effective power point

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presentation has been provided within the online course as a resource for you. Consult it to ensure that you will have a successful presentation. Also, consult the rubric provided to endure you are meeting the grading expectations.

You will submit to the instructor:

a) An APA style paper on the topic chosen (you can submit a hard copy or you can submit it online. If you choose to submit it online, please attach your paper rather than cutting and pasting it on blackboard. This will prevent your paper from losing its formatting.

b) BA students will be required to submit a rough draft of their papers stamped by the Writing Center (writing center tutors should check your paper for both APA style problems as well as grammar problems).

c) Power point presentation with useful handouts for classmates (in addition to other materials, the hand out should include the citations on your paper).

The paper and the presentation will be graded according to a rubric provided in your online course.

2) Assignment 1- Pros and Cons of Inclusion

This first assignment is designed to help you to reflect on the different positions held by researchers on the topic of inclusion. You will conduct a literature review establishing a controversy.

Directions:

- Context: You are a special education director in a district trying to decide if you will recommend to the district’s superintendent the full inclusion of students with special needs next school year. With that in mind, you are trying to address the following: “What does research say about the pros and cons of inclusion?” I have posted on our course website a list of articles in favor of inclusion and a list of articles against inclusion. Read at least two articles from each list and then write a 3 page paper (which will later be slightly modified to be used as a section of your final research paper) establishing this controversy through a summary of the opposing views (Note: You are not being asked to have or develop your own thesis – just summarize the controversy and write a conclusion based on what you have read).

3) Assignment 2 (for BA students only)– Annotated Bibliography

Using NNMC research databases and research engines, conduct a literature review on the topic of your disability. Find at least 6 academic sources (journal articles and books) for your annotated bibliography. Remember that it takes some time for the NNMC library to acquire journal articles and books through interlibrary loan, so start this assignment preferably in your first week of class.

For each article or book chapter you use, you should provide the title and the authors, a summary of the content and main points. You should also discuss how do you think the information provided by the article will contribute to your paper and in what section of the paper you are planning to use it (when

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discussion the characteristics of the disability, when discussion interventions, etc.). Each summary should have about 200 to 250 words.

4) Assignment 3– MI Reflection I (for BA students only)
Write a 3 to 4 pages reflection addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)
- What was my first reaction to the assignment of writing a lesson plan and presenting a lesson based on one of Garner’s Multiple Intelligence?
- What am I excited about it? What are the difficulties I expect to have with this assignment?
- As a read chapters 1 and 2 of the Armstrong book, what were the results of my MI inventory? Was it a surprise?
- How did this activity started me thinking about the MI lesson and lesson plan?

5) Assignment 4 – MI Reflection II
Write a 3 to 4 pages reflection addressing the following questions (the questions should only guide your thinking as you write your reflection. Do not write your reflection in a question/answer format.)
- As I read chapters 3, 5 and 6 of the Armstrong book and deepened my knowledge about how to adapt curriculum and teaching strategies to students based on different MIs, what ideas are coming to my mind about how I can use the (fill in the blank with the intelligence you chose for your MI lesson) intelligence in my lesson?
- What will the topic of my lesson be? Why did I choose this topic?
- What has been my thought process (describe the steps) to arrive at the final format for my lesson?
- What’s my rational/explanation for using the materials and strategies I chose? Why do I think those materials and strategies will be appropriate for the students in my class who have the (fill in the blank with the intelligence you chose for your MI lesson) intelligence?
- How and why do I expect my lesson to be able to teach and motivate a student with a developed (fill in the blank with the intelligence you chose for your MI lesson) intelligence? How do I expect my lesson to affect a student who does NOT have this intelligence developed?

6) Multiple Intelligence” Lesson
Individually or in groups of 2 students you will write a lesson Plan in any topic and for any age group (5 to 18) you choose. The lesson will be written having in mind one particular kind of Gardner's Intelligences. So, you may choose, for example, to write and teach a lesson on geometric shapes, for first grade students and emphasizing the musical intelligence. In your lesson plan you should specify the activities you will use, the materials you will need, etc. and the type of intelligence you are addressing (use lesson plan template provided in the online course). You will teach this lesson to the class. So you should bring the...
appropriate materials to teach it. Your lesson should not be longer than 20 minutes and you should teach it as you would teach the grade for which the lesson is for. * You will not talk ABOUT your lesson but will actually teach the lesson.

7) Weekly On-Line Discussions
Each week you will read a certain number of assigned chapters in your textbooks and will answer the “questions of the week”. You will post our answers on the online discussion board using a minimum of 150 words for each question. You must then read and respond to at least 2 other students’ postings, offering evidence that either supports or challenges the other students’ interpretations/positions. Your answers should contain at least 80 words each. In your postings and answers, you should follow the “online discussion guidelines” provided.

A.) Required Professional Competency-Based Artifact

Research Paper and Multiple Intelligence Lesson

Field Lab Experiences: Not Applicable

B.) Required Professional Competency-Based Artifact Rubric
Multiple Intelligence Lesson - Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No Credit (0)</th>
<th>Meets Standards (1)</th>
<th>Exceeds Standards (2)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Standards</td>
<td>Content standards are not addressed or do not align to the activities of the lesson</td>
<td>Lesson plan demonstrates knowledge of state standards.</td>
<td>Lesson plan shows knowledge of state standards and aligns those standards to teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Goals are not included or do not align with the objectives and content of the lesson.</td>
<td>Lesson plan describes and aligns goals to state standards, objectives or content of the lesson.</td>
<td>Lesson plan describes and aligns goals to the state standards, objectives and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>Objectives are not included or do not align with the goals or content of the lesson.</td>
<td>Lesson plan lists objectives and aligns objectives to the state standards, goals or content of the lesson.</td>
<td>Lesson plan lists objectives. Objectives are aligned to the teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Materials necessary to teach the lesson are not included.</td>
<td>Most of the materials required to teach the lesson are included in the lesson plan.</td>
<td>All materials required to teach the lesson are included in the lesson plan.</td>
<td></td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>Teaching strategies are not described or included in the lesson plan or are not coherent with the type of intelligences it is</td>
<td>Teaching strategies are described in sufficient detail and are somewhat coherent with the target intelligences.</td>
<td>Teaching strategies are described in sufficient detail and include question prompts and/or teaching resources such as graphic organizers.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessments are omitted or are not aligned to the goals, objectives, and target intelligence.</td>
<td>Lesson plan includes appropriate assessments of student learning and are somewhat coherent with the target intelligences.</td>
<td>Lesson plan includes multiple assessments of student learning that are coherent to the target intelligences.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Content</td>
<td>Content of the lesson demonstrates a lack of understanding of the content area.</td>
<td>Content of the lesson indicates understanding of the content area.</td>
<td>Content of the lesson indicates that the candidate understands instructional goals and strategies and the content area.</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Lesson lacks consideration for students’ diversity.</td>
<td>Lesson connects instruction with students’ lives, interests and instructional needs.</td>
<td>Lesson plan clearly and explicitly connects to students’ lives, interests and instructional needs.</td>
<td></td>
</tr>
<tr>
<td>LESSON PRESENTATION</td>
<td>Semi-Total =</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>The instructional techniques used are not consistent with the type of intelligence it attempts to address.</td>
<td>Most of the instructional techniques used are consistent with the target intelligence.</td>
<td>The instructional techniques used are consistent with the target intelligence.</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>The materials used by the teacher for the lesson are neither interesting nor consistent with the target intelligence.</td>
<td>The majority of the materials used by the teacher for the lesson are interesting/motivating and consistent with the target intelligence.</td>
<td>The materials used by the teacher for the lesson are interesting and motivating for the students and consistent with the target intelligence.</td>
<td></td>
</tr>
<tr>
<td>Research Paper and Power Point Presentation – Rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAPER</td>
<td>Excellent – 3 points</td>
<td>Competent -2 points</td>
<td>Needs Improvement-1 point</td>
<td>TOTAL</td>
</tr>
<tr>
<td>KNOWLEDGE/CONTENT</td>
<td>Student demonstrates depth and sound knowledge of content. Strategies presented are relevant and applicable to regular classrooms. The student has researched relevant sources of information.</td>
<td>Student demonstrates reasonable knowledge of content. Strategies presented are somewhat useful and relevant to be applied in regular classrooms. The sources of information are somewhat reliable.</td>
<td>Student does not demonstrate much knowledge about the topic. Strategies presented are not relevant or appropriate for use in regular classrooms. The information sources are not reliable.</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION/Writing</td>
<td>The paper is well written and organized. It contains appropriate citations and references to academic sources (using APA style). It has a bibliography page. It is typed in double space. The sentences are coherent and grammatically correct.</td>
<td>The paper is reasonably written and organized. It contains some appropriate citations and references. It has a bibliography page (APA style). Most sentences are coherent and grammatically correct.</td>
<td>The paper is not well written or organized. It does not contain appropriate citations and references. It either does not have a bibliography page or has an incomplete one. It presents many grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH

<table>
<thead>
<tr>
<th></th>
<th>No spelling errors.</th>
<th>A few spelling errors.</th>
<th>Several/many spelling errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>Excellent – 3 points</td>
<td>Competent – 2 points</td>
<td>Needs improvement – 1 point</td>
</tr>
<tr>
<td>KNOWLEDGE/CONTENT</td>
<td>The student demonstrated sound knowledge of content being presented.</td>
<td>The students demonstrated reasonable knowledge of content being presented.</td>
<td>Students does not demonstrate knowledge/or little knowledge of content being presented.</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>The presentation is well organized, presented in a coherent sequence. The student brings hand-outs with relevant/helpful information for his/her classmates.</td>
<td>The presentation is reasonably organized. The sequence/flow of the presentation is coherent. The student brings handouts to his/her classmates and the content is somewhat helpful or relevant.</td>
<td>The presentation is not well organized. It is hard to follow. The student does not bring handouts to classmates or brings handouts with non relevant/not helpful content.</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>The student use visual aids to his/her presentation which are well done and suited that what is being presented. The student is articulate and does not rush through the presentation.</td>
<td>The student uses visual aids that are reasonably done and somewhat suited to the purpose of the presentation. The student is articulate most of the time but rushes a little.</td>
<td>The student does not use visual aids or use inappropriate ones. The student is not articulate and tends either to rush through the presentation or talk too much, focusing on irrelevant issues</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

XIII. Internet sites or databases

XIV. Late Work:
Your work is due on the date indicated on the syllabus.

a) Discussions posted after the due dates will receive a grade of ZERO. No make up discussions will be accepted.

b) Late assignments can be either accepted or rejected on a case by case basis to the discretion of the instructor. In case the assignment is accepted, it will suffer a grade reduction also to the discretion of the instructor.

XV. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second meeting. The Accessibility Resource liaison at NNMC is Verna Trujillo, 505-747-2152 or v.trujillo@nnmc.edu.

XVI. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not

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poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVIII. Grading Scale:

Grades will be distributed as follows:

BA students:

1) Weekly on line discussions - 20%
2) Final Research paper and power point presentation – 20%
3) MI Lesson and presentation – 20%
4) Assignment 1 – pros and cons of inclusion – 10%
5) Assignment 2- Annotated bibliography -10%
6) Assignment 3- MI lesson -reflection I – 10%
7) Assignment 4- MI lesson reflection II – 10%

ALP students:

1) Weekly on line discussions - 30%
2) Final Research paper and power point presentation – 25%
3) MI Lesson and presentation – 25%
4) Assignment 1 – pros and cons of inclusion – 10%
5) Assignment 4- MI lesson reflection II – 10%

A+ =100%; A= 93-99%; A- = 90-92%; B+= 86-89%; B= 83-85%; B- = 80-82%; C+= 77-79%; C= 73-76%; C-=70-72%; D+= 67-69%; D+ 63-66%; D- = 60-62%; F = below 60%

XIX. Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources;
2) presenting an author’s ideas as though they were your own original ideas; or 3) using work by another student with you name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department (COE Committee) or program chairperson for follow-up action.

XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

XXI. Online discussions guidelines

The online discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content.

Online discussions should be a learning experience for all students. Postings and replies should be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard email and not posted on the discussion board.

XXII. Complaints policy

The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted at the COE. The same process applies in case on harassment issues (see student handbook for how to handle harassment situations).

XXIII. ALP requirements:

Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:

Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.
Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. Learning: The teacher candidate comprehends the principles of student growth, development, and learning, and applies them appropriately.

5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration: The teacher candidate works productively with colleagues, parents, and community.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2014
   * Hybrid (class meetings and Blackboard component)
   * 10 hours of Field Placement observations

III. Course Time and Place:
    TEC 106
    Saturday Meeting dates: 2/7, 3/14, & 4/25
    Blackboard requirements (supplemental)

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Contact Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kristy Pruitt</td>
<td>505.747.5462 <a href="mailto:kristy.pruitt@nnmc.edu">kristy.pruitt@nnmc.edu</a></td>
<td>As needed by appointment due to field observations</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: Blackboard participation and online access needed

VII. Attendance: Attendance is required for all class sessions.

   There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

   Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

VIII. Course Description: This course is designed to give teacher candidates an overview of effective strategies for engaging and efficiently managing adolescent learners.

IX. New Mexico Initial Licensure requirements:
   * **ALP requirements:**
     Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
     Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

*BA in Elementary Education Program requirements:*
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
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   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Course Objectives:
   Classroom Management: Knowledge Principle 6, Knowledge Principle 8 Characteristics of Adolescent Learners: Knowledge Principle 2, Knowledge Principle 4, Knowledge Principle 3 Strategies for working with English Language Learners: Knowledge Principle 2, Skills: Utilization of Technology Student Engagement: Knowledge Principle 2, Dispositions 1, 2, and 3, Knowledge Principles 3 and 4.

XI. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below. NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

College wide Student Learning Outcomes (SLOs):
1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)/ Text Chapter(s)</th>
<th>Measureable Artifacts</th>
<th>NM Teacher Competency Knowledge, Skill, or Disposition # in the Conceptual Framework; SLOs</th>
</tr>
</thead>
</table>
| February 7   | Chapter 1: Techniques 1-5  
✓ Ice Breakers  
✓ Learning Targets/NNMU Lesson Plan Template  
✓ Inquiry-based Learning/Problem-based Learning  
✓ Designing Assessments: Obtrusive, Unobtrusive, and Student-Generated Assessments  
✓ Tracking Student Progress  
✓ Marzano’s 4-point Grading Scale |  
• Icebreaker Activity  
• Learning Targets – model  
• Labs (Artifact #1):  
  ➢ ‘Roller Coaster’ Lab (inquiry-based learning/problem-based learning & formative assessments)  
  ➢ “The Challenge” Lab | 1-12  
(1-3, 5-10, 12)  
NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2  
SLOs 1-4 |
| February 21  | Read Chapters 2 & 3  
*Mid-Term March 9-13 – Artifact #2 is due by 3/13 | Discussion Thread:  
1. Review the article, Conferring Notes by C. Tovani and review the strategy, Thick and Think Partner.  
2. Discuss your thoughts (via discussion thread) regarding the strategy, Thick and Thin (suggested prompts: Does the strategy promote facilitation from the teacher? How will the teacher keep track of discourse?) | 1-12  
(1-3, 5-10, 12)  
NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2  
SLOs 1-4 |

Module Assignment:  
1. Review all PowerPoint slides  
2. PowerPoint Slides 6 – 15 are examples of activities for Student-Generated Assessments.  
3. (Artifact #2) - Review all of the
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Discussion Thread</th>
<th>Module Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 14</td>
<td>PowerPoint slides; choose 1 and create your own activity supported by</td>
<td><strong>Rigor and Relevance Framework – complete modified NNMC Lesson Plan to include R&amp;R implementation</strong> <em>(Artifact #3)</em></td>
<td>1-12 (1-3, 5-10, 12) NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2 SLOs 1-4</td>
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<td>standards/common core (use modified NNMC Lesson Plan provided – due by</td>
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<td>3/13).</td>
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<tr>
<td>March 14</td>
<td>Chapters 4, 5, &amp; 7</td>
<td><strong>Rigor and Relevance Framework</strong> – complete modified NNMC Lesson Plan to include R&amp;R implementation <em>(Artifact #3)</em></td>
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<td>✓ Student Engagement</td>
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<td>✓ Rigor and Relevance Framework or Data Driven Instruction</td>
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<td>✓ Climate and Culture</td>
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<tr>
<td>March 21</td>
<td>Socioeconomic Awareness:</td>
<td><strong>Module #2 Assignment:</strong></td>
<td></td>
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<tr>
<td></td>
<td>Blackboard Hybrid Module #2</td>
<td>1. Read Ruby Payne's <em>&quot;Working with Parents&quot;</em> article</td>
<td>1-12 (1-3, 5-10, 12) NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2 SLOs 1-4</td>
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<td></td>
<td>Discussion Thread:</td>
<td>2. Read and respond to the article (via discussion thread) specifically pointing out ways in which you plan on applying one or more of Payne's suggestions for involving parent(s)/guardian(s) (examples: museum format, having food, newsletter, phone system, etc...). Respond and reflect using the discussion board forum.</td>
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<td>مشاهده المزيد من النصوص العربية</td>
<td><strong>Module #2 Assignment:</strong></td>
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<td>Teacher Leadership using the following website:</td>
<td>1. Read Ruby Payne's description of Definitions and Resources (handout)</td>
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<td><a href="http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-and-the-common-core">http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-and-the-common-core</a></td>
<td>2. Read and reflect to Scenario #4 (Maria and Noemi) and Scenario #6 (Juan and Ramon). Write a reflection <em>(Artifact #4)</em> regarding the two scenarios. Please discuss both articles in your reflection (label scenarios #4 and #6). You may discuss similarities and differences, but you do not have to organize your discussion in this manner; instead, you may discuss each scenario independently.</td>
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<td>April 4</td>
<td>Blackboard Hybrid Module #3</td>
<td><strong>Module #3 Assignment:</strong></td>
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<td>Teacher Leadership using the following website:</td>
<td>1. The discussion thread will part of the module (see below)...</td>
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<td><a href="http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-and-the-common-core">http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-and-the-common-core</a></td>
<td><strong>Module #3 Assignment:</strong></td>
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<td>Module #3 Assignment:</td>
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**SLOs**: 1-4
2. What's in this Module?
   1. User's Guide
   2. PowerPoint Presentation
   3. Activity: Reflecting on Actions
   4. Activity: Getting to Measurable, Meaningful Metrics
   5. Activity: Building Capacity for the Work
   6. Discussion: Staying Engaged

3. Pick one of the activities from the module (#’s 3 – 5) and complete the assignment (Artifact # 5)

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<thead>
<tr>
<th>April 25</th>
<th>Chapters 6 &amp; 8</th>
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<td></td>
<td>✓ Establish Environment</td>
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<td></td>
<td>✓ Disciplinary Interventions</td>
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   - Withitness
   - Student Types, Characteristics, and Behavior Actions
   - SHARE CLASSROOM MANAGEMENT PLAN (CMP) (Final Exam Project)

   1-12
   (1-3, 5-10, 12)

   NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9;
   D1,D2,D3; S1,S2

   SLOs 1-4

XII. Assignment Descriptions/ Assessment Criteria:

XIII. Assignment Descriptions/ Assessment Criteria:
   A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:
      Professional Competency-Based Collection of Artifacts* | 20% |
      Field Lab Experience Log Sheet | 50% |
      Classroom Disposition Checklist (Faculty) | 5% |
      Field Placement Disposition Checklist (Mentor) | 5% |
      Self-Assessment Disposition Checklist | 5% |
      Additional Artifact(s) | 15%-70%: |
      - CBA – Classroom Management Plan | 25% |
      - Artifacts 1-5 (@ 5 each) | 25% |
      - Field Observation Reflections | 10% |
      - Discussion Threads | 10% |

*For courses that require 10 hours or fewer of field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:
BA – ED213, ED 311, ED 474, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric
C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases

- [http://www.ascd/publications/educational-leadership/may12/vol69/num08/New-Teachers-Face-Three-Common-Challenges.aspx](http://www.ascd/publications/educational-leadership/may12/vol69/num08/New-Teachers-Face-Three-Common-Challenges.aspx)
- [http://712educators.about.com/od/discipline/Classroom_Discipline_Resources.htm](http://712educators.about.com/od/discipline/Classroom_Discipline_Resources.htm)
- [http://ped.state.nm.us/ped/CCDocuments/5ThingsCCSS_Davis.pdf](http://ped.state.nm.us/ped/CCDocuments/5ThingsCCSS_Davis.pdf)
- [http://newmexicocommoncore.org/](http://newmexicocommoncore.org/)
- [http://www.youtube.com/watch?v=zt9rj76AsLE](http://www.youtube.com/watch?v=zt9rj76AsLE)
- [http://www.youtube.com/watch?v=jC3D7O-ByLE](http://www.youtube.com/watch?v=jC3D7O-ByLE)
- [http://www.youtube.com/watch?v=jC3D7O-ByLE](http://www.youtube.com/watch?v=jC3D7O-ByLE)
- [http://www.youtube.com/watch?v=j1CF1Rg_Pmo](http://www.youtube.com/watch?v=j1CF1Rg_Pmo)

XV. Late Work:
Your work is due on the date indicated on the syllabus. Significant points may be deducted for late work (see rubric for details.

XVI. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email;
v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVIII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
Northern New Mexico College
College of Education
EDUCATION 475/480
Semester: Spring 2015

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: 9:00 a.m. to 5:00 p.m. scheduled Sundays. TEC 109

   This is a day long course, please be advised that one unexcused absence will result in a failing grade.

   This is a blended course consisting of face-to-face meetings and instructional modules accessed at blackboard.nnmc.edu

IV. Instructor Information:

| Instructor: Katherine M. Duran | Communication Information: Katherine.duran@nnmc.edu Phone: 575-741-0195 | Office Hours: Online and by appointment |

V. Required Text:


VI. Required Materials or Readings:
NM-RTI Manual-Framework
Ruby Payne- A Framework for Understanding Poverty
*readings and materials will also be shared on blackboard.nnmc.edu

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Revised January 15, 2015
VIII. Attendance:
Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

Revised January 15, 2015
X. Catalog Course Description:
475 CURRICULUM METHODS AND MATERIALS FOR SPECIAL EDUCATION you will focus on teacher knowledge and application skills in teaching curricula aligned with Common Core State Standards. You will explore areas of individualized modifications and/or accommodations when the general education curriculum is not appropriate. You will address instructional strategies in meeting the needs of the special learner with transitions a major component, with emphasis on the application of technology to support teaching and learning. You will address and integrate the Individual Education Plan (IEP) throughout the learning process. Prerequisite: ED 201, 213, and passing NMTA Basic Skills. Cross-listed with SPED 475 (3, 3T+0S).
480 STUDENT TEACHING SEMINAR
This course provides you interaction with guided discussion on reflections of the student teaching experience. Supplemental requirements include outside readings based upon educational research and corresponding reflective papers. Prerequisite: Student Teaching Interview. Co-requisite: ED 479. (1, 1T+0L)

XI. Course Objectives:
The candidate for licensure in special education:

CEC Content Standard 1: Foundations

a. Can explore the models, theories, and philosophies that form the basis for special education practice. (CC1K1)
b. Knows the laws, policies and ethical principles regarding behavior management, planning and implementation. (CC1K2)
c. Understands the relationship of special education to the organization and function of educational agencies. (CC1K3)
d. Understands the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs.

CEC Content Standard 2: Development and Characteristics of Learners

a. Understands the educational implications of characteristics of various exceptionality.
b. Understands the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
c. Knows the similarities and differences of individuals with and without exceptional learning needs.
d. Understand the similarities and differences among individuals with exceptional learning needs.

CEC Content Standard 3: Individual Learning Differences

Revised January 15, 2015
a. Understands the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
b. Appreciates the differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

**CEC Content Standard 4: Instructional Strategies**

a. Is able to use strategies to facilitate integration into various settings.
b. Is able to teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
c. Is able to select, adapt and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
d. Is able to use strategies to facilitate maintenance and generalization of skills across learning environments.
e. Is able to use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.

**CEC Content Standard 5: Learning Environments and Social interactions**

a. Understands the demands of learning environments.
b. Knows basic classroom management theories and strategies
c. Knows effective management of teaching and learning.
d. Knows the teacher attitudes and behaviors that influence behavior
e. Is able to create safe, equitable, positive and supportive learning environments in which diversities are valued.
f. Is able to identify realistic expectations for personal and social behavior in various settings.
g. Is able to identify needed supports for inclusion.
h. Is able to design environments that encourage active participation in individual and group activities.
i. Is able to modify learning environments to modify behavior.

**CEC Content Standard 6: Communication**

a. Knows about augmentative and assistive communication strategies.
b. Is able to use strategies to support and enhance communication skills of individuals with exceptional learning needs.
c. Is able to use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

CEC Content Standard 7: Instructional Planning
a. Knows the scope and sequences of general and special curricula.
b. Knows the State standards of New Mexico.
c. Knows about technology for planning and managing the teaching and learning environment.
d. Is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
e. Is able to involve the individual and family in setting instructional goals and monitoring progress.
f. Is able to use functional assessment to develop intervention plans.
g. Is able to use task analysis.
h. Is able to sequence, implement, and evaluate individualized learning objectives.
i. Is able to use instructional time effectively.
j. Is able to make responsive adjustments to instruction based on continual observations.

**CEC Content Standard 8: Assessment**

a. Knows basic terminology used in assessment.
b. Understands screening, pre-referral, referral, and classification procedures.
c. Is able to gather relevant background information
d. Can interpret information from formal and informal assessments.
e. Can evaluate instruction and monitor progress of individuals with exceptional learning needs.

**CEC Content Standard 9: Professional Ethical Practice**

a. Understands personal cultural biases and differences that affect one’s teaching.
b. Knows that the teacher serves as a model for individuals with exceptional needs.
c. Knows current methods regarding research-validated practice.
d. Can practice within the CEC Code of Ethics and other standards of the profession.
e. Can uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
f. Can demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
g. Can practice within one’s skill limit and obtain assistance as needed.
h. Can use verbal, nonverbal, and written language effectively.
i. Can reflect on one’s practice to improve instruction and guide professional growth.
CEC Content Standard 10: Collaboration

a. Knows models and strategies of consultation and collaboration.
b. Knows the roles of individuals with exceptional learning needs, families, and school and community personal in planning of in individualized program.
c. Can maintain confidential communication about individuals with exceptional learning needs.
d. Can collaborate with families and others in assessment of individuals with exceptional learning needs.
e. Can foster respectful and beneficial relationships between families and professionals.
f. Can assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
g. Can plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
h. Can model techniques and coach others in the use of instructional methods and accommodations.
i. Can observe, evaluate, and provide feedback to Para educators.

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
NEW!
NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
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<tbody>
<tr>
<td>Jan 25, 15</td>
<td>Introductions NNMC Field Experience Course/Syllabus *A time in your life when you overcame an obstacle! Chapter 1-Creating Active learning for all Students</td>
<td>CS- 1 c 3 a,b</td>
<td>1. Introductions 2. Dr. Kristy Pruitt 10 a.m. 3. Syllabus review and course requirements. 4. Lunch (1hr) 5. Personal Reflection* 1pg+ 6. Interest Inventory, Say Hello… 7. RTI-Framework Online: Online Discussion/assignment Sousa, D (2007) Chapter 1 The Brain and Learning</td>
<td>Knowledge 1,2,3,7 Skill 1,2 Disposition 2,3 NNMC SLO #4 1. a, 2. a</td>
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<td>Feb 8, 15</td>
<td>Chapter 2- Understanding Learning Difficulties and Intervening effectively Chapter 3- Using Students (Modalities) to Facilitate Learning Success Chapter 11- Helping Parents Become Partners in Their Children’s Learning</td>
<td>CS-2, 3, 4</td>
<td>1. Daily Task Checklist 2. Summary of Understanding 3. What Kind of Learner Are You? 4. Lunch (1hr) 5. Letter to Parents communicating student’s needs and establish roles. Online: Online Discussion/assignment Sousa, D (2007) Chapter 2 When Learning Difficulties Arise</td>
<td>Knowledge 1-9 Skill 1,2 Disposition 1,2,3 NNMC SLO #4 2.a</td>
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<tr>
<td>Mar 8, 15</td>
<td>Chapter 4-Ensuring That All Students Make at Least One Years Academic Growth During Each School Year</td>
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<td>Chapter 8- Using Assessments to Support Student Learning</td>
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<td>Chapter 9- Improving Students Executive Function Skills</td>
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<td>Mar 15, 15</td>
<td>Chapter 5- Teaching Integrated language Arts, Including Literature, Sounds, and Writing</td>
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<td>Chapter 6- Reading and Learning with Informational Text</td>
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<td>Mid Term</td>
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<td></td>
<td>CS-1.d, 2a.b.c.d, 3.a .b 4q.b.c.d. e, 5a.g.h 8a.b.c.d. e.</td>
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<tr>
<td></td>
<td>1. Developing Project Goal Charts/logs</td>
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<td></td>
<td>2. Achievement data reporting charts/goal setting</td>
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<td></td>
<td>3. Lunch (1hr)</td>
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<td></td>
<td>4. Develop grading rubric/assignment chart.</td>
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<tr>
<td></td>
<td>Online: Online Discussion/assignment Sousa, D (2007) TBA/including Chapter 3 Autism</td>
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<td></td>
<td>CS-4 a,b,c,d,e 5a.e.g.h 7a.b.c.d. e.f.g.h.i.j</td>
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<tr>
<td></td>
<td>1. Interactive assignment/Question starts, predictions, KWPL, Story Maps...</td>
<td></td>
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<tr>
<td></td>
<td>2. Interactive assignment/Learning how to Learn, graphic organizers, Work plans</td>
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</tr>
<tr>
<td></td>
<td>3. Lunch (1hr)</td>
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<tr>
<td></td>
<td>4. Mid term</td>
<td></td>
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<tr>
<td></td>
<td>Online: Online Discussion/assignment Sousa, D – Chapter 4 Speech Disabilities Chapter 5 Reading Disabilities and Chapter 6 Writing Disabilities</td>
<td></td>
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</tr>
</tbody>
</table>

Knowledge 1-9
Skill 1,2
Disposition 1,2,3

NNMC SLO #4 1.a 2.a 4 a.
### Assignment Descriptions/ Assessment Criteria:

<table>
<thead>
<tr>
<th>In class participation</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td>Observation logs/self reflection</td>
<td>5%</td>
</tr>
<tr>
<td>Self-Assessment Disposition Checklist</td>
<td>5%</td>
</tr>
</tbody>
</table>
### A. Required Professional Competency-Based Artifact Rubric

Rubric
Class participation is worth 20% of students total class grade

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent-A</th>
<th>Good-B</th>
<th>Satisfactory C-D</th>
<th>Needs Improvement D-F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude</strong></td>
<td>Student is always respectful of his or her self, others, and instructor, has a positive attitude, and does not criticize anyone else’s ideas or work.</td>
<td>Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.</td>
<td>Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.</td>
<td>Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.</td>
</tr>
<tr>
<td><strong>Focus on Class Work</strong></td>
<td>Consistently stays focused on in-class work and what needs to be done. Very self-directed.</td>
<td>Focuses on in-class work and what needs to be done most of the time.</td>
<td>Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.</td>
<td>Rarely focuses on class work and what needs to be done.</td>
</tr>
<tr>
<td><strong>Contributions</strong></td>
<td>Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.</td>
<td>Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.</td>
<td>Rarely provides useful ideas when participating in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td><strong>Working with Others</strong></td>
<td>Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student’s presence.</td>
<td>Usually listens to, shares with, and supports the efforts of others.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others’ attempts to participate.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Brings needed materials to class and is always ready to work.</td>
<td>Almost always brings needed material to class and is ready to work.</td>
<td>Often brings materials but sometimes needs to borrow.</td>
<td>Seldom brings materials and/or is rarely ready to get to work.</td>
</tr>
<tr>
<td><strong>Quality of Work</strong></td>
<td>Provides work of the highest quality that reflects the student’s best efforts.</td>
<td>Provides quality work that reflects an effort from the student.</td>
<td>Work occasionally needs to be redone or does not reflect any time or effort.</td>
<td>Provides illegible work that reflects very little effort or does not turn in any work.</td>
</tr>
</tbody>
</table>

A. Contribute to discussions. 10% of entire grade
   - Ask relevant, clarifying questions.
   - Respond with relevant information or opinions to questions asked.
   - Listen to and acknowledge the contributions of others.
   - Adjust tone and involvement to encourage equitable participation.
   - Facilitate total group participation.
   - Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
   - Paraphrase and summarize as needed.

B. Participate in small and large group discussions and presentations.
Online Discussion Participation Rubric/ Attached
Total Possible Points: 20 points

XIV. Refer to blackboard.nnmc.edu

XV. Late Work:
Your work is due on the date indicated on the syllabus.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.
XIX. Grading Scale:

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work completed

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico University
College of Education
EDUCATION 493
Semester: Spring 2015

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised 2/5/15:T.T.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 2

II. Semester Taught: Spring 2015

III. Course Time and Place: Blackboard with one face to face meeting on 2/7/15 from 900-1300.

IV. Instructor Information:

| Instructor: Tamara Trujillo | Communication Information: tamara@nnmc.edu or by appointment. The date and time need to be agreed upon by both parties. You can call 505-747-2224 to make an appointment. | Office Hours: I recommend by appointment only. I am usually in my office Monday – Friday, 9 am – 4pm, however, I may be out of the office occasionally. |

V. Required Text: None.

VI. Required Materials or Readings:

Access to: internet, scanner, computer, word processing software. If you do not have access to a scanner, you can come to the college of education to use a scanner. You will need to make an appointment with the instructor or administrative assistant to use this hardware. You are welcome to use the computer laboratories located on campus i.e. library 505-747-2243 and the student success center 505-747-2164.

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
Attendance is required for all class sessions.

Revised 2/5/15:T.T.
There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

If the teacher candidate suffers sickness, suffers a serious personal injury, or has a death in the family the student must contact the instructor by email as soon as possible. The student must provide evidence to the instructor as to why a class discussion or assignment was missed. It is up to the instructor to evaluate the excuse and decide if the non-participation or missed assignment is excusable or if the student must withdraw from the class. If the absence is excusable the student will have to make up work and points may be deducted from the total number of participation points or total assignment points for late submission.

IX. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

X. Catalog Course Description:

Explores the historical and theoretical perspectives underlying and supporting the integrated curriculum approach to teaching and learning. You will explore practical approaches to thematic instruction and integration through content areas through incorporating Common Core State Standards. Components include assessment methods, lesson plans, curriculum planning, and classroom management. You will participate in seminars and observe 10 hours of classroom instruction in the field.

**Prerequisite:** Passing NES- Essential Academic Skills Assessment. (2, 2T+0L)
XI. Course Objectives:

The teacher candidate will-

✓ participate in one face to face meeting and in 3 online discussions.

Teacher candidates will respond to the instructor’s discussion prompt and then respond to the instructor and at least 3 of their colleagues posts (all within the discussion thread). Discussions will take place within blackboard. A rubric will be provided as a guide for the discussion responses. Discussions will be initiated and due within the specified time allotted. Teacher candidates are required not to post their responses all on one single day but to respond through-out the time-frame in order to keep the discussion going.

✓ complete the classroom culture assignment (mid-term) as part of the 10 hours of observation.

A template regarding the classroom culture assignment will be provided to the teacher candidates within blackboard in the assignments section. The classroom culture assignment will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

✓ complete 10 hours of observation with a level II or III in-service teacher, utilizing the required time log form.

A time log will be provided to the teacher candidates within blackboard in the assignments section. The time log will need to be scanned and uploaded to blackboard in the assignments section before or on the day that it is due because the log requires signatures.

If candidates need assistance they can contact Dr. Kristy Pruitt, Field Placement Coordinator, kristy.pruitt@nnmc.edu /505-747-5462.

✓ complete a self-field dispositions checklist, as part of the 10 hours of observation.

A field experience dispositions checklist will be provided to the teacher candidates within the blackboard in the assignments section. The dispositions checklist will need to be scanned and uploaded to blackboard in the assignments section before or on the day that it is due.
✓ **complete a reflection regarding the 10 hours of observation.**

A reflection template will be provided to the teacher candidates within blackboard in the assignments link. A rubric will be provided. The reflection will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

✓ **create a classroom management plan (final).**

A classroom management example will be provided to the teacher candidates within blackboard in the assignments section. A rubric will be provided. The classroom management plan will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

**University wide Learning Outcomes**

1. **Ability to communicate clearly and effectively**
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. **Ability to think critically through analytical, inventive and creative means**
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. **Demonstrate commitment to address cultural, social, and ethical responsibilities**
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. **Demonstrate Proficiency in the use of Current Technology and Innovation**
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
All assignments must be presented in a professional manner:

- Free of grammatical and spelling errors.
- Clearly labeled with name, date due, course number, and assignment name.
- Uploaded assignments (electronically using rich text format) to blackboard in the assignments section. The assignments will be date sensitive and will not be accepted after the due date (see policy on late work).
- Neatness & Professionalism- clean, professionally presented electronically.
- Quality of Content - the content demonstrates mastery and insights into the subject matter.
- Creativity and Insight - Materials demonstrate creativity and insight about self and course material.

XII. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Assignment to Demonstrate Meeting the Competency</th>
<th>NM Teacher Competencies</th>
<th>Knowledge Principals, Skills, and Dispositions # in the Conceptual Framework. NNMC SLO’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Culture Assignment</td>
<td>C:1-11, H:1-8</td>
<td>Knowledge Principals: 2,3,4,7,9 Skills:1,2 Dispositions: 1,2,3 SLO: 1,2,3,4</td>
</tr>
<tr>
<td>&amp; Classroom Observation (10 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; Classroom Management Plan</td>
<td></td>
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</tr>
</tbody>
</table>
XIII. Assignment Descriptions/ Assessment Criteria/ Due Date(s):

Grading will be based on class participation (discussions) and acceptable completion of class assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face Meeting 2/7/15</td>
<td>5 pts</td>
<td>2/7/15, 900-1300, TEC:TBD</td>
</tr>
<tr>
<td>Discussion #1: Classroom Culture</td>
<td>5 pts</td>
<td>Begins 2/15/15 &amp; Ends 2/22/15</td>
</tr>
<tr>
<td>Midterm: Classroom Culture Questionnaire due</td>
<td>20 pts</td>
<td>3/13/15, 9 pm</td>
</tr>
<tr>
<td>Discussion #2: Classroom Management Plan</td>
<td>5 pts</td>
<td>Begins 3/22/15 &amp; Ends 4/12/15</td>
</tr>
<tr>
<td>Discussion #3: Classroom Management Plan</td>
<td>5 pts</td>
<td>Begins 4/19/15 &amp; Ends 4/26/15</td>
</tr>
<tr>
<td>10 hours of classroom obs./ Time log due</td>
<td>10 pts</td>
<td>4/30/15, 9 pm</td>
</tr>
<tr>
<td>Self - Field Dispositions Checklist</td>
<td>5 pts</td>
<td>4/30/15, 9pm, (Teacher Candidate will complete as part of observations)</td>
</tr>
<tr>
<td>Instructor - Classroom Dispositions Checklist</td>
<td>5 pts</td>
<td>5/15/15, (Instructor will complete at end of course)</td>
</tr>
<tr>
<td>Reflection regarding observations due</td>
<td>10 pts</td>
<td>5/06/15, 9 pm</td>
</tr>
<tr>
<td>Final: Classroom Management Plan due</td>
<td>30 pts</td>
<td>5/13/15, 9 pm</td>
</tr>
</tbody>
</table>

A=90 -100 pts  
B=80-89 pts  
C=70-79 pts  
D=60-69 pts  
F=59 or Below 59 pts

*For courses that require 10 hours or fewer of field observations, the additional percentage will be added to Additional Artifact(s) making it worth a greater percentage.

Required Courses for Competency Based Collection of Artifacts:

ALP (ELEM) 401, ED 493, ED412, ED496/L

XIV. Internet sites or databases: Provided via blackboard.
XV. Late Work:

Attendance and participation is mandatory. If students suffer sickness, suffer a serious personal injury, or have a death in the family the student must contact the instructor by email as soon as possible. The student must provide evidence to the instructor as to why a class discussion or assignment was missed. It is up to the instructor to evaluate the excuse and decide if the non-participation or missed assignment is excusable or if the student must withdraw from the class. If the absence is excusable the student will have to make up work and points may be deducted from the total number of participation points or total assignment points for late submission.

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XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.
XIX. Grading Scale:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XX. Academic Ethics:
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KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

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3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and...

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised August 15, 2014
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. **Credit Hours:** see catalog

II. **Semester:** Fall 2014

III. **Course Time and Place:** TEC 107 4:30 – 7:00

IV. **Instructor Information:**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kristy L. Pruitt (EdD) Coordinator, Field Experience and Placement Assistant Professor of Education</td>
<td>Teacher Education Center, TEC 204 505.747.5462 <a href="mailto:kristy.pruitt@nnmc.edu">kristy.pruitt@nnmc.edu</a></td>
<td>M-F 9:00 – 5:00* *please contact prior to visiting due to field observations</td>
</tr>
</tbody>
</table>

V. **Required Text:** None

VI. **Required Materials or Readings:** Competency-Based Collection of Artifact

VII. **E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. **Attendance:**

Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Student teacher candidates are permitted no more than five absences during the student teaching experience. Failure to comply with this requirement may result in a failing grade and the need to repeat the entire student teaching experience. Student teaching candidates are required to notify the mentor teacher, the principal’s office, and the college supervisor of the absence prior to the absence.

Student teacher candidates must submit a completed time log form signed by the mentor teacher on the last meeting date of the lab course. Failure to complete the required hours will result in a failing grade.

Revised August 15, 2014
IX. **Catalog Course Description:**
This course provides an interaction with other students in the secondary field-experience setting. Guided discussions address classroom management, student learning, lesson plans, discipline, school/home communication, and professional development. Additional areas include professional issues and ethics and portfolio preparation.

X. **Class Topics, NM Teacher Competencies and Assignments:**
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SL0 #4.

College wide Student Learning Outcomes (SLOs):

1. Ability to communicate clearly and effectively  
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means  
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities  
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation  
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards
increased productivity and efficiency; Innovation or the application of creativity or original thought.

XI. **Course Objectives:**

**Competency-Based Collection of Artifacts/Portfolio:** This course provides teacher candidates the opportunity to prepare specific artifacts that evidence understanding of the teaching profession. The portfolio artifacts will include: philosophy of education, classroom management plan, article/video reviews, lesson plans, and student study.

**Instructional Lab:** This course provides guided discussion, reflections, lesson planning, and observations revolving around the student teaching experience. As part of the lab course, students will complete a student teaching experience and student study assignment by collaborating with a mentor, principle, and the school community.
*The teacher candidate will follow the daily schedule of the assigned grade, assume regular faculty and out-of-classroom duties, and participate in faculty meetings, PTA/PTO meetings, and other appropriate school-community activities as school/mentor. The teacher candidate placement in a school is decided by the College of Education and is contingent upon the acceptance by a host school.

XII. **Class Topics, NM Teacher Competencies and Assignments:**

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Meeting Date:</th>
<th>Topics</th>
<th>Artifacts and Due Dates</th>
<th>NM Teacher Competency NNMC Conceptual Framework &amp; SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 22</td>
<td>Syllabus</td>
<td><strong>Due by Observation #1:</strong> School Orientation Checklist Student Teaching Schedule Weekly Reflection Log Sheet check</td>
<td>BA – B7; G1-8; K SPED – A4 (a-d); D5,7 ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8</td>
</tr>
<tr>
<td></td>
<td>Review artifacts</td>
<td><strong>Due by meeting #2:</strong> Philosophy of Education Goal Setting #1 &amp; #2 Case Study Assignment Classroom Management Plan (interview)</td>
<td>ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8 NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
</tr>
<tr>
<td></td>
<td>Course Resources</td>
<td></td>
<td>SLOs 1-4</td>
</tr>
<tr>
<td></td>
<td>Icebreakers Workshop Model Thinking Maps Assessments – Dr. Robert Marzano Balanced Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Placement begins 1/26</em></td>
<td></td>
<td><strong>Due by Observation #1:</strong> School Orientation Checklist Student Teaching Schedule Weekly Reflection Log Sheet check</td>
<td>BA – B7; G1-8; K SPED – A4 (a-d); D5,7 ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Due by meeting #2:</strong> Philosophy of Education Goal Setting #1 &amp; #2 Case Study Assignment Classroom Management Plan (interview)</td>
<td>ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8 NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SLOs 1-4</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Conferring Notes (Tovani)</th>
<th>Due by Observation #1:</th>
<th>Due by meeting #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 12</td>
<td>Exit: “Scared is Scared” video</td>
<td>School Orientation</td>
<td>Goal Setting #4 &amp; #5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checklist</td>
<td>Student Study Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Teaching Schedule</td>
<td>Classroom Management Plan</td>
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<tr>
<td></td>
<td></td>
<td>Weekly Reflection</td>
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<td></td>
<td></td>
<td>Log Sheet check</td>
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<tr>
<td>March 12</td>
<td></td>
<td><strong>Due by Observation #2:</strong></td>
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<td></td>
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<td>Log Sheet check</td>
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<td><strong>Due by meeting #4:</strong></td>
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<td>Goal setting #6</td>
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<tr>
<td></td>
<td></td>
<td>Student Study Assignment</td>
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<tr>
<td></td>
<td></td>
<td>Classroom Management Plan</td>
<td></td>
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<tr>
<td>April 9</td>
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<td><strong>Due by Observation #3:</strong></td>
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**Observation #1—To Be Scheduled**

<table>
<thead>
<tr>
<th>BA – B7; G1-8; K</th>
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</thead>
<tbody>
<tr>
<td>SPED – A4 (a-d); D5,7</td>
</tr>
<tr>
<td>ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8</td>
</tr>
<tr>
<td>ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8</td>
</tr>
<tr>
<td>NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
</tr>
<tr>
<td>SLOs 1-4</td>
</tr>
</tbody>
</table>

**Midterm Exam – Lesson Plan**

**Due by Observation #2:**

<table>
<thead>
<tr>
<th>BA – B7; G1-8; K</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED – A4 (a-d); D5,7</td>
</tr>
<tr>
<td>ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8</td>
</tr>
<tr>
<td>ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8</td>
</tr>
<tr>
<td>NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
</tr>
<tr>
<td>SLOs 1-4</td>
</tr>
</tbody>
</table>

**Rigor and Relevance Framework (Dr. Bill Daggett)**

**Due by meeting #5:**

<table>
<thead>
<tr>
<th>BA – B7; G1-8; K</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED – A4 (a-d); D5,7</td>
</tr>
<tr>
<td>ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8</td>
</tr>
<tr>
<td>ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8</td>
</tr>
<tr>
<td>NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
</tr>
<tr>
<td>SLOs 1-4</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
May 7

* Artifacts due:
Goal setting #7
CMP
Class Presentation—Case Study
Final Reflection
Visitation Record
Conceptual Framework
Competencies

<table>
<thead>
<tr>
<th>Time Logs Due</th>
<th>Time Logs Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation #2—To Be Scheduled</td>
<td>Final Exam - Student Case Study Presentation</td>
</tr>
</tbody>
</table>

| BA – B7; G1-8; K | SPED – A4 (a-d); D5,7 |
| ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8 |
| ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8 |
| NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2 |
| SLOs 1-4 |

XIII. Assignment Descriptions/ Assessment Criteria:

<table>
<thead>
<tr>
<th><strong>Portfolio Course</strong></th>
<th><strong>Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Education</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>15</td>
</tr>
<tr>
<td>Video Review (2 @5pts each)</td>
<td>10</td>
</tr>
<tr>
<td>Midterm</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Plans (2 @ 7.5 pts each)</td>
<td>15</td>
</tr>
<tr>
<td>Attendance (5 mtgs @ 8 pts)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Lab Course</strong></th>
<th><strong>Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist</td>
<td>4</td>
</tr>
<tr>
<td>Student Teaching Schedule</td>
<td>4</td>
</tr>
<tr>
<td>Reflection Papers (6 @4 pts each)</td>
<td>24</td>
</tr>
<tr>
<td>Observations</td>
<td>10</td>
</tr>
<tr>
<td>Final- Presentation</td>
<td>8</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
### Attendance (5 mtgs @ 8 pts)

<table>
<thead>
<tr>
<th>Attendance (5 mtgs @ 8 pts)</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time log</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

XIV. **Internet sites or databases:**

Public Education Department:  [http://ped.state.nm.us/ped/index.html](http://ped.state.nm.us/ped/index.html)

XV. **Late Work:**

Your work is due on the date indicated on the syllabus.

XVI. **Students with Disabilities:**

Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. **Northern is committed to providing equitable access to learning opportunities.** The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. **NNMC Incomplete Policy:**

The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. **Personal Responsibility:**

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. **Grading Scale:**

Grading:

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=59% or Below 59%

Revised August 15, 2014
Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

XX. **Academic Ethics:**
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. **Students are responsible to refer to the Student Handbook for specific policies and procedures.**
KNOWLEDGE PRINCIPLE
1. **Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
5. **Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
3. **Teaching:** The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. **Learning:** The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
9. **Collaboration:** The teacher candidate works productively with colleagues, parents and community.

KNOWLEDGE PRINCIPLE
6. **Professionalism:** The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
8. **Professionalism:** The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
7. **Diversity:** The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 2
II. Semester Taught: Spring 2015
III. Course Time and Place: Online through Blackboard
   Orientation Meeting: Jan. 27th, 4-6pm, Room 208 in the Education Building
   Additional Face to Face Class Meetings: TBD

IV. Instructor Information
   Instructor: Felicia Maestas
   Communication Information:
   Cell: 310-963-5822
   E-mail: felicia.maestas@nnmc.edu
   Office Hours: By Appointment

V. Required Text: Delivered through Blackboard Course Modules

VI. Required Materials or Readings: Delivered through Blackboard Course Modules

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

   ALP requirements:
   Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
   · Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program.
   Failure to take/pass the exam will prevent enrollment in future ALP classes.
   · Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

   BA in Elementary Education Program requirements:
   Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.
   Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
   1. Provide evidence of passing the following exams:
      a. Assessment of Professional Knowledge: Elementary
      b. Elementary Education (Subtests I and II)
      c. Essential Components of Elementary Reading Instruction
EDUC 305L Integrating Technology in the K-8 Classroom | Spring 2015

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Course Description:
This course provides an overview of technology as a way of enhancing instruction. You will use the Microsoft Office Suite and a variety of educational websites to become efficient in the classroom. You will create a portfolio that will include, but not be limited to, an e-lesson, presentation, newsletter, webpage, and grade book.

XI. Course Objectives:
Students will be familiar with NETS standards, NMPED Teacher Competencies, and 21st Century Education. Students will use a variety of technology tools and resources to develop skills that support student learning and engagement through integrated technology. Upon completion of the course, students will submit an e-portfolio that will include all submitted coursework and demonstrate understanding of course content and competency.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs), indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

**College wide Learning Outcomes**

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
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3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
XIII. Assignment Descriptions/Assessment Criteria:

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Assessment of Student Competencies will be measured by:

- **Attendance and Participation**: On-line course attendance is measured by Threaded Discussion participation. It is expected that students have completed the assigned reading and/or viewed the assigned video related to the weekly discussion topic.

- **Assessment Rubrics for Assignments**: There will be a competency-based rubric for all assignments. The rubric will have a section for self-assessment. Students will be required to turn in the self-assessment, in addition to the assignment due. Work is due on the date indicated on the syllabus.

XIV. Internet sites or databases: Delivered through Blackboard Course Modules

XV. Late Work:

Your work is due on the date indicated on the syllabus. In case of an emergency or if students suffer sickness, suffer a serious personal injury, or have a death in the family, the student must contact the instructor by email and phone as soon as possible.

XVI. Students with Disabilities:

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XVIII. Personal Responsibility:

All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.
XIX. Grading Scale:

<table>
<thead>
<tr>
<th>Course Grading Criteria</th>
<th>Point Value</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCUSSION BOARD PARTICIPATION:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introductions</td>
<td>10 @ 2 pts. each</td>
<td></td>
</tr>
<tr>
<td>• Shared Ideas, Shared Web Resources, and Discussion Feedback</td>
<td>Total: 20</td>
<td>98-100</td>
</tr>
<tr>
<td>• Reflections on Assigned Readings and Videos</td>
<td></td>
<td>93-97</td>
</tr>
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<td></td>
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<td>90-92</td>
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<td>87-89</td>
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<td>63-66</td>
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<td>60-62</td>
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<td>Below 60</td>
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</tbody>
</table>

| ASSIGNMENTS:                             |             |               |
| • Media Literacy                         | 6 @ 10 pts. each |               |
| • Classroom Environment                  | Total: 60   |               |
| • Communication                          |             |               |
| • Lesson Planning                        |             |               |
| • Lesson Presentation                    |             |               |
| • Assessment                             |             |               |
|                                          |             | 98-100        | A+ |
|                                          |             | 93-97         | A  |
|                                          |             | 90-92         | A- |
|                                          |             | 87-89         | B+ |
|                                          |             | 83-86         | B  |
|                                          |             | 80-82         | B- |
|                                          |             | 77-79         | C+ |
|                                          |             | 73-76         | C  |
|                                          |             | 70-72         | C- |
|                                          |             | 67-69         | D+ |
|                                          |             | 63-66         | D  |
|                                          |             | 60-62         | D- |
|                                          |             | Below 60      | F  |

| MID TERM ASSIGNMENT:                     |             |               |
| • E-Portfolio                            | 1 @ 10 pts. | Total: 10     |

| FINAL ASSIGNMENT:                        |             |               |
| • E-Portfolio                            | 1 @ 10 pts. | Total: 10     |

| Total Possible Points                    |             | 100           |

XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
### ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers

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<table>
<thead>
<tr>
<th>NETS Standards</th>
<th>Teachers:</th>
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<tbody>
<tr>
<td><strong>1. FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY</strong></td>
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</tr>
<tr>
<td>Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</td>
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</tbody>
</table>
| A. Promote, support, and model creative and innovative thinking and inventiveness  
B. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
C. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
D. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments |
| **2. DESIGN AND DEVELOP DIGITAL AGE LEARNING EXPERIENCES AND ASSESSMENTS** |
| Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS. |
| A. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
B. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
C. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
D. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching |
| **3. MODEL DIGITAL AGE WORK AND LEARNING** |
| Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. |
| A. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations  
B. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation  
C. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats  
D. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning |
| **4. PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY** |
| Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. |
| A. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources  
B. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources  
C. Promote and model digital etiquette and responsible social interactions related to the use of technology and information  
D. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools |
| **5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP** |
| Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. |
| A. Participate in local and global learning communities to explore creative applications of technology to improve student learning  
B. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others  
C. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning  
D. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community |
## New Mexico Public Education Department Teacher Competencies and Indicators

<table>
<thead>
<tr>
<th>NMPED Competency: INSTRUCTIONAL PLANNING AND IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRAND A INSTRUCTION</strong></td>
</tr>
<tr>
<td>1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.</td>
</tr>
<tr>
<td>A. Utilizes and enhances approved curriculum.</td>
</tr>
<tr>
<td>B. Gives clear explanations relating to lesson content and procedures.</td>
</tr>
<tr>
<td>C. Communicates accurately in the content area.</td>
</tr>
<tr>
<td>D. Shows interrelatedness of one content area to another.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NMPED Competency: TECHNOLOGY; INSTRUCTIONAL PLANNING AND IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRAND A INSTRUCTION</strong></td>
</tr>
<tr>
<td>2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.</td>
</tr>
<tr>
<td>A. Provides opportunities for students to work independently, in small groups, and in large groups.</td>
</tr>
<tr>
<td>B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice.</td>
</tr>
<tr>
<td>C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.</td>
</tr>
<tr>
<td>D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.</td>
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<tr>
<td>E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.</td>
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<thead>
<tr>
<th>NMPED Competency: ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>STRAND A INSTRUCTION</strong></td>
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<tr>
<td>5. The teacher effectively utilizes student assessment techniques and procedures.</td>
</tr>
<tr>
<td>A. Uses a variety of assessment tools and strategies.</td>
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<tr>
<td>B. Uses information gained from ongoing assessment for remediation and instructional planning.</td>
</tr>
<tr>
<td>C. Maintains documentation of student progress.</td>
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<tr>
<td>D. Communicates student progress to students and families in a timely manner.</td>
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</table>

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<thead>
<tr>
<th>NMPED Competency: COMMUNICATION</th>
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</thead>
<tbody>
<tr>
<td><strong>STRAND B STUDENT LEARNING</strong></td>
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<tr>
<td>3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.</td>
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<tr>
<td>A. Explains and/or demonstrates the relevance of topics and activities.</td>
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<tr>
<td>B. Communicates to students the instructional intent, directions, or plan.</td>
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<tr>
<td>C. Establishes and states expectations for student performance.</td>
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<tr>
<td>D. Clarifies actions, directions, and explanations when students do not understand.</td>
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<tr>
<td>E. Actively solicits communication from students about their learning.</td>
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<tr>
<td>F. Communicates regularly with students about their progress.</td>
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<thead>
<tr>
<th>NMPED Competency: DEVELOPMENT OF STUDENT</th>
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<tbody>
<tr>
<td><strong>STRAND B STUDENT LEARNING</strong></td>
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<tr>
<td>4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.</td>
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<tr>
<td>A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem solving, divergent thinking, inquiry, and decision-making.</td>
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<tr>
<td>B. Uses teaching techniques that address student learning levels, rates, and styles.</td>
</tr>
<tr>
<td>C. Uses materials and media that address student learning levels, rates, and styles.</td>
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<tr>
<td>D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles.</td>
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</table>
**NMPED Competency: CLASSROOM MANAGEMENT**

<table>
<thead>
<tr>
<th>STRAND B STUDENT LEARNING</th>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
</table>
| 6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. | A. Serves as a model for constructive behavior patterns.  
B. Executes routine tasks effectively and efficiently.  
C. Establishes and states expectations for student behavior.  
D. Handles transitions effectively.  
E. Has materials and media ready for student use.  
F. Minimizes distractions and interruptions.  
G. Manages student behavior effectively and appropriately.  
H. Identifies hazards, assesses risks, and takes appropriate action. |

**NMPED Competency: DIVERSITY; INCLUSION**

<table>
<thead>
<tr>
<th>STRAND B STUDENT LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</table>
| 7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept. | A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).  
B. Acknowledges student performance and achievement.  
C. Acknowledges that every student can learn.  
D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.  
E. Provides students with opportunities for active involvement and creativity.  
F. Provides opportunities for students to be responsible for their behavior and learning  
G. Promotes positive student/teacher relationships.  
H. Encourages high student expectations.  
I. Demonstrates an awareness and respect for each student’s background, experience, learning ability, language, and culture. |

**NMPED Competency: PROFESSIONALISM**

<table>
<thead>
<tr>
<th>STRAND C PROFESSIONAL LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</table>
| 8. The teacher demonstrates a willingness to examine and implement change, as appropriate. | A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.  
B. Implements a variety of strategies to enhance learning.  
C. Recognizes that change entails risk and modifications may be needed. |

**NMPED Competency: FAMILY AND COMMUNITY**

<table>
<thead>
<tr>
<th>STRAND C PROFESSIONAL LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</table>
| 9. The teacher works productively with colleagues, parents and community members. | A. Collaborates with colleagues.  
B. Communicates with parents on a regular basis.  
C. Uses conflict resolution strategies when necessary.  
D. Involves parents and community in the learning environment.  
E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters. |
<table>
<thead>
<tr>
<th>Week Dates</th>
<th>Module Topic</th>
<th>Competency ISTE NETS NM Teacher</th>
<th>Assignment(s) to Demonstrate Competency Due Date</th>
<th>Discussion Board Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/20 – 01/25</td>
<td>Welcome</td>
<td>Overview of Standards and Competencies</td>
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</tbody>
</table>
| 01/26 – 02/01 | Module 2 | ISTE NETS 1. A, B 5. C NMPED 4. A 8. A | | DISCUSSION BOARD TOPICS DUE: 02/01 – Prezi Create and Share: Introduction of yourself to your future students using Prezi (See Blackboard Module 1) 
DUE: 02/01 | 
| 02/02 – 02/08 | 21st Century Learning | ISTE NETS 2. C NMPED 7. C, D 4. C | | DISCUSSION BOARD TOPICS DUE: 02/05 Reflection on Videos Reflection on Reading (See Blackboard Module 3) 
DUE: 02/08 | Create and Share: 3 Web Resources: MI and DI for 21st Century Learners (See Blackboard Module 3) 
DUE: 02/05 | Complete: “Looking Back/Looking Ahead” 
DUE: 02/05 | Knowledge 4, 7 
Skill 1 
Disposition 1, 2, 3 
NNMC SLO 4 |
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<th>Module 4</th>
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<th>DISCUSSION BOARD TOPICS</th>
<th>DUE: 02/12</th>
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<td>4</td>
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<td>NMPED 6, A</td>
<td>Reflection on Videos</td>
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<td>7, F, I</td>
<td>Reflection on Reading</td>
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<td></td>
<td>Respond to 2 classmates’ reflections</td>
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<td>Due: 02/15</td>
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<td>(See Blackboard Module 4)</td>
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<td>ASSIGNMENT 1:</td>
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<td>Create: PowerPoint or Google Slide Presentation</td>
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<td>(See Blackboard Module 4)</td>
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<td>Knowledge</td>
<td>6, 7</td>
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<td>Disposition</td>
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<td>NNMC SLO</td>
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<tr>
<td>Module 5</td>
<td>Classroom Environment</td>
<td>ISTE NETS 2, B</td>
<td>DISCUSSION BOARD TOPICS</td>
<td>DUE: 02/19</td>
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<tr>
<td>5</td>
<td></td>
<td>NMPED 7, G, H</td>
<td>Reflection on Videos</td>
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<td>Reflection on Reading</td>
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<td>Find and Share: 3 Images</td>
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<td>(See Blackboard Module 5)</td>
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<td>ASSIGNMENT 2:</td>
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<td>Create: Classroom Poster</td>
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<td>Create: Wordle</td>
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<td>(See Blackboard Module 5)</td>
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<td>Knowledge</td>
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<td>Disposition</td>
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<td>NNMC SLO</td>
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<tr>
<td>Module 6</td>
<td>Communication</td>
<td>ISTE NETS 3, C</td>
<td>DISCUSSION BOARD TOPICS</td>
<td>DUE: 02/26</td>
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<tr>
<td>6</td>
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<td>NMPED 9, E</td>
<td>Reflection on Videos</td>
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<td>Reflection on Reading</td>
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<td>(See Blackboard Module 6)</td>
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<td>ASSIGNMENT 3:</td>
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<td>Create: Newsletter/Parent Handout</td>
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<td>(See Blackboard Module 6)</td>
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<td>Knowledge</td>
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<td>Disposition</td>
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<td>NNMC SLO</td>
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<tr>
<td>Module 7</td>
<td>Lesson Planning</td>
<td>ISTE NETS 2, A</td>
<td>DISCUSSION BOARD TOPICS</td>
<td>DUE: 02/05</td>
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<tr>
<td>7</td>
<td></td>
<td>NMPED 1, B, D</td>
<td>Reflection on Reading</td>
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<td>3, A</td>
<td>Reflection on Videos</td>
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<td>6, E</td>
<td>(See Blackboard Module 7)</td>
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<td>ASSIGNMENT 4:</td>
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<td>Create: Lesson Plan using NNMC Template that integrates 21st Century Learning Skills</td>
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<td>(See Blackboard Module 7)</td>
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<td>Knowledge</td>
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<td>Skill</td>
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<td>Disposition</td>
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<td>NNMC SLO</td>
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<tr>
<td>Module</td>
<td>Title</td>
<td>ISTE NETS</td>
<td>MID TERM ASSIGNMENT</td>
<td>DISCUSSION BOARD TOPICS</td>
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<td>8</td>
<td>Module 8</td>
<td>3, A D</td>
<td>DUE: 03/20</td>
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<td>Module 9</td>
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<td>Module 10</td>
<td>1, C</td>
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<td>Module 11</td>
<td>3, A, D</td>
<td>DUE: TBD</td>
<td>Reflection on Videos</td>
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</tbody>
</table>
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring

III. Course Time and Place: By Appointment and Online via NNMC Email

IV. Instructor Information: Esquibel 505-747-2242

| Instructor: Christina Esquibel | Communication Information: Christina@nnmc.edu | Office Hours: M: 4:30-7:00 W: 2:00-4:30 |


VI. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VII. Attendance: Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
Catalog Course Description:

Approved Catalog Description:

This course provides you with an overview of literacy and language development, and focuses on the development and implementation of an integrated curriculum approach at the elementary level. You will see how the emphasis of the integration of state standards.

Additional Course Description:

Emphasis will be placed on critical elements in literacy development cited in the National Reading Panel. Because the course integrates strategies for teaching reading and writing across the curriculum, the elements most emphasized will include decoding strategies, fluency, vocabulary development and comprehension. Organizational procedures for instructional delivery through a word analysis, reading, and writing framework will be explored.

VIII. Course Objectives:

NEW MEXICO COMPETENCIES FOR ENTRY LEVEL TEACHERS:

Level J Competencies-Knowledge of Content

1. Foundations of Reading Assessment
   - The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

2. Methods of instruction:
   - the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
     II. oral language;
     III. phonemic awareness;
     IV. phonics;
     V. vocabulary;
VI. comprehension;

VII. writing skills.

3. Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards, including:

   a. the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom.

   b. evaluation of text for quality, cultural, and linguistic appropriateness;

   c. connecting identified needs of students based on data with appropriate research-based resources and material;

   d. creation of opportunities for students to consider, respond to and discuss spoken and written materials;

   e. the use of a variety of reading materials including non-fiction, technological media, stories, poems, biographies, texts from various subject areas.

**Objectives**

**Students will:**

1) Describe the basic approaches and supporting theories of teaching reading and writing in the content areas.

2) Explore various strategies to increase vocabulary and comprehension development.

3) Identify strategies that promote critical thinking and deep understanding.

4) Use varied instructional groupings to prompt effective interactions among students in order to maximize learning in the content areas.

5) State the cognitive and text-based factors that influence reading comprehension.

6) Investigate the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning.
7) Understand lesson planning and instructional strategies that incorporate language across the curriculum.

8) Know various assessment procedures that gather information about a student’s understanding or reading and writing in the content areas.

9) Understand the rationale supporting the necessity of collegial relationships and a reflective teaching practice.

IX. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

The following table illustrates the pattern for the class.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Email Instructor if you have questions, concerns, or to request meeting</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Begin Chapter Readings</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
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<td></td>
<td>Chapter Assignment Due by 11:59 p.m. via NNMC Email</td>
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</tr>
</tbody>
</table>

X. Assignment Descriptions/ Assessment Criteria:

Assignments:

You will be required to complete assignments related to each module we study. These assignments may include lesson planning for word study, reading and writing across the curriculum. Each assignment or
lesson plan is worth 25 weighted points. Collectively, the assignments are worth 100% of your final grade. Lesson plan content, grading criteria, grading rubric and a lesson plan template are provided on the NNMC Online course file. Assignments are due on Sundays by 11:59 p.m.

XI. Internet sites or databases: You will be linked to online resources as we cover each online module.

XII. Late Work:
Your work is due on the date indicated on the syllabus.

XIII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIV. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVI. Grading Scale:

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

XVII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

XVIII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: TEC 106 Tuesdays/los martes, 4:30-6:35pm

IV. Instructor Information:

| Instructor: Regina Robbins, Ph.D. | Communication Information: Regina.Robbins@nnmc.edu Office: TEC 211 Phone: 505-747-5466 | Office Hours: Wed 2:00-6:00pm And by appointment |

V. Required Text:


VI. Required Materials or Readings:


Revised January 15, 2015
• Weigle, Marta and White, Peter (2003). *The Lore of New Mexico.* University of New Mexico Press: Albuquerque (select pages)

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you need assistance with NNMC e-mail please contact IT at 505-747-2259.

VIII. Attendance: Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

• Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program.** Failure to take/pass the exam will prevent enrollment in future ALP classes.
• Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above)* before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April/Spring Semester or the end of October/Fall Semester.

Revised January 15, 2015
X. Catalog Course Description:
Este curso va a cubrir aspectos del español tradicional de Nuevo México y del folclor de Nuevo México: la estructura lingüística, la variación regional y social, el bilingüismo, el mantenimiento y cambio, influjo del inglés e influjo del español mexicano moderno, etcétera. Este curso también va a cubrir las costumbres tradicionales de la gente de Nuevo México.

XI. Objetivos del curso:
1. Tener un conocimiento del español tradicional de Nuevo México.
2. Estar informado en cuanto a las influencias en el español de Nuevo México.
3. Comprender el desarrollo histórico del desarrollo del folclor hispano en el Suroeste y en Nuevo México.
4. Comprender factores sociolingüísticos que apoyan el mantenimiento y la revitalización del idioma.
5. Investigar y utilizar una variedad de materiales de recurso para desarrollar materiales instructivos bilingües que sean significantes y relevantes.
6. Reconocer y observar contextos particulares para el aprendizaje del español en las comunidades y en eventos.
7. Utilizar géneros verbales folclóricos para desarrollar entendimiento y creatividad.
8. Crear escenarios y contextos para que los estudiantes usen el folclor y el idioma de herencia.
9. Trabajar con estudiantes, padres y la comunidad para desarrollar actividades de investigación folclórica y eventos comunitarios en las escuelas.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the NM Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).
College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>NM Teacher Competency</th>
<th>Assignment Due</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semana 1</td>
<td>Field Placement Overview Introductions</td>
<td>A 1, a,b,c,d,e,f,g</td>
<td>DUE 1/20/15: Journal Reflection #1</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2 SLO 1,2</td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td>B 1,2,3,4,5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 1,2,3,4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 6,7,8</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>E 1,2,3,5,7,8</td>
<td></td>
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</tr>
<tr>
<td>ONLINE</td>
<td>Introductions</td>
<td></td>
<td>DUE 1/25/15</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Board Assignment</td>
<td></td>
</tr>
<tr>
<td>Semana 2</td>
<td>Anecdotes/Anécdota Riddles/Adivinanzas</td>
<td>A 1, a,b,c,d,e,f,g</td>
<td>DUE 1/27/15</td>
<td>Knowledge 1,3,4,6,7,8,9 Dispositions 1,2,3 Skills</td>
</tr>
<tr>
<td>Week 2</td>
<td>Proverbs/Refranes Sayings/Dichos</td>
<td>B 1,2,3,4,5</td>
<td>Read Intro &amp; Ch 1 in Garcia</td>
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<td></td>
<td></td>
<td>C 1,2,3,4</td>
<td>Read Ch 10 in Espinosa</td>
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<td></td>
<td></td>
<td>D 3,4,5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Task</td>
<td>Reading</td>
<td>Description</td>
<td>Due Date</td>
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<tr>
<td>Week 3</td>
<td>ONLINE</td>
<td>Read Ch 11 &amp; CH 12 in Espinosa</td>
<td></td>
<td>DUE 2/1/15</td>
</tr>
<tr>
<td></td>
<td>Semana 3</td>
<td>Folktales Ch 3 in Garcia</td>
<td>A 1 a,b,c,d,e,f,g B 1,2,3,4,5 C 1,2,3,4 D 6, F 1,2,3,4</td>
<td>DUE 2/3/15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pueblo-Indian Folktales</td>
<td>NM Spanish: Myths &amp; Realities/ El español de NM: mitos y realidades</td>
<td>Journal Reflection #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aurelio M. Espinosa</td>
<td>Watch: Mapa del Corazon</td>
<td><a href="https://www.youtube.com/watch?v=hw2v15-0ICM">https://www.youtube.com/watch?v=hw2v15-0ICM</a></td>
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<td><a href="https://www.youtube.com/watch?v=4LjDe4sLER0">https://www.youtube.com/watch?v=4LjDe4sLER0</a></td>
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<tr>
<td></td>
<td>ONLINE</td>
<td>Fieldwork: Visit the rotunda at NNMU</td>
<td></td>
<td>DUE 2/8/15</td>
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<tr>
<td>Week 4</td>
<td></td>
<td>Watch: Surviving Columbus</td>
<td>A 1 a,b,c,d,e,f,g B 1,2,3,4,5 B 6,7,8 C 1,2,3,4 D 10</td>
<td>DUE 2/10/15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Religious Folklore Ch 16 of Bills &amp; Vigil</td>
<td></td>
<td>Knowledge 1,2,3,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2 SLO 1,2,3</td>
</tr>
<tr>
<td></td>
<td>ONLINE</td>
<td>Read Teacher’s Guide to Religion in the Classroom</td>
<td></td>
<td>DUE 2/15/15</td>
</tr>
<tr>
<td></td>
<td>Semana 5</td>
<td>Music</td>
<td>A 1</td>
<td>DUE 2/17/15</td>
</tr>
</tbody>
</table>

Revised January 15, 2015
| Week 5 | Ballads Dance | a,b,c,d,e,f,g  
B 1,2,3,4,5  
C 1,2,3,4  
B 6,7,8  
E 1,2,3,5,7,8 | Read Ch 6 in Espinosa  
Read Ch 8 & Ch 4 in Garcia  
Journal Reflection #5 | 1,2,3,4, 5, 6,7,8,9  
Dispositions  
1,2,3  
Skills  
1, 2  
SLO  
1,2,3,4 |
|---|---|---|---|
| ONLINE | Watch *Burning Wagon* Productions | | DUE 2/22/15  
Discussion Board Assignment |
| Semana 6 Week 6 | Oral Presentations | A 1  
a,b,c,d,e,f,g  
B 1,2,3,4,5  
B 10, 11  
C 1,2,4  
E 1, 2 | **DUE 2/24/15**  
Children’s Book Midterm Oral  
Journal Reflection #6 | Knowledge  
1,2,3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
1, 2  
SLO  
1,2,3,4 |
| ONLINE | Fieldwork: Visit a public Library, find and read 3 Children’s folktales to Children | | DUE 3/1/15  
Discussion Board Assignment |
| Semana 7 Week 7 | Cinema Drama Theatre  
*Bless Me Ultima* | A 2  
B 9  
C 5  
D 1,2,3,4,5,  
D 6,7,8,9  
E 1,2, 3, 4,5,6,  
F 4 | **DUE 3/3/15**  
Journal Reflection #7  
Book/Film Review | Knowledge  
1,2,3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
1, 2  
SLO  
1,2,3,4 |
| ONLINE | Fieldwork: Watch *La leyenda de la llorona* or another approved folklore film  
Discussion Board Assignment |
| Semana 8 Week 8 | Festivals/Las Ferias | A 1  
a,b,c,d,e,f,g  
B 1,2,3,4,5 | **DUE 3/10/15**  
Read Ch 5 in Espinosa | Knowledge  
1,2,3,4,6,7,8,9  
Dispositions |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Assignment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1,2,3,4</td>
<td>E 7,8</td>
<td>Final Project</td>
</tr>
<tr>
<td>F 1,2,3,4</td>
<td></td>
<td>1,2,3 Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1, 2</td>
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<tr>
<td></td>
<td></td>
<td>SLO 1,2,3,4</td>
</tr>
<tr>
<td>ONLINE</td>
<td></td>
<td>DUE 3/15/15</td>
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<tr>
<td></td>
<td></td>
<td>Reflection Synthesis Paper Due</td>
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<tr>
<td>SPRING</td>
<td>NO CLASS</td>
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<tr>
<td>BREAK!!!</td>
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<tr>
<td>4/7/15</td>
<td>Bilingual Lecture Series #1</td>
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<tr>
<td>4/14/15</td>
<td>Bilingual Lecture Series #2</td>
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<tr>
<td>4/21/15</td>
<td>Bilingual Lecture Series #3</td>
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<tr>
<td>4/28/15</td>
<td>Bilingual Lecture Series #4</td>
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</tr>
<tr>
<td>5/5/15</td>
<td>Cinco de Mayo!</td>
<td>All FINAL PROJECTS &amp; ASSIGNMENTS DUE!!!</td>
</tr>
</tbody>
</table>

XIII. Assignment Descriptions/Assessment Criteria:

**Presencia/Attendance (20%):**
All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Beyond the reading done in preparation for class meetings, students are expected to participate in and facilitate discussions and present a final project.

Su presencia es requerida en todas las sesiones de clases. Las clases de educación son basadas en competencias, lo cual significa que los estudiantes deben lograr todas las competencias del Estado de Nuevo México. Una falta de asistencia durante las clases de tiempo completo requerirá trabajo de recuperación comparable al perdido y está sujeto al criterio o juicio del profesor.

Students are required to sign in to document attendance in each class.

Attendance will account for a total of 10% of the overall grade.

Any absence beyond one

Students are required to come prepared and participate in class discussions/activities.

Revised January 15, 2015
Participation will account for a total of 10% of the overall grade.

**Panel de Discusión/Discussion Board Assignments (24%):**

**Week One (3%):** During the introductory week, students will begin by telling the instructors, and one another, about their jobs/studies, their interests and what they hope to learn from this course. Students will be asked to share what folklore means to them and how it is alive in their lives. Students will quote their favorite Spanish saying, proverb, riddle or anecdote and explain their appreciation for what they chose to share.

**Extra Credit:**

1. You may include an image of something that represents Spanish Folklore to you and earn 1% extra credit for your overall grade.
2. You may include an image of something that represents New Mexican Folklore to you and earn 1% extra credit for your overall grade.

**The following weeks will have major subject areas, yet weekly activities will be modified to reflect student needs and interests and maximize the experience of students while introducing and challenging them with new material.**

**Week Two (3%):** Consider the types and classes of Spanish folktales preserved in New Mexican Spanish Folktales (i.e., as described at the bottom of pg. 177 in Espinosa: riddle tales, moral tales, religious tales, human tales of adventure, romantic tales, demon and ogre tales, etc.) and explain how you would categorize each of the 5 tales from Ch 12 of Espinosa (e.g., The Man of Ashicos; Dunces; The Three Counsels; The Three Brothers; The Enchanted Prince; The Twelve Truths of the World).

**Week Three (3%):** If you were to add a fifth panel to the NNMU rotunda exhibit, what would it be and why?

**Week Four (3%):** Consider your readings from Ch 7 in Espinosa and Ch 9 in Garcia. Discuss where you see these themes alive in Northern New Mexico daily life today?

**Week Five (3%):** Choose a ballad or song from your readings in Garcia (Ch 4 or Ch 8) or Espinosa (Ch 6) and discuss at least three parallels that you see between this piece and the dances/animation pieces you viewed in *Burning Wagon Productions*?

**Week Six (3%):** Recommend three great bilingual children’s folktale books and explain why you feel they are worth recommending.

**Week Seven (3%):** Choose a character from *Bless Me Ultima* or another folktale film you watched. Make a list of objects and images associated with this character. Using the posted poem *Abuelito Who* as a model, write a poem about this character that conveys their most essential traits. Your poem should be 23 lines long and follow the format of *Abuelito Who* by keeping all of the *who* and *is* words in place.
Week Eight (3%): Describe a New Mexican custom, superstition or belief that you have experienced or learned about. Briefly explain the history and significance of this custom, superstition or belief and give an example of a similar custom, superstition or belief found in Spain.

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

***RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
</tr>
<tr>
<td>Completeness</td>
<td>The material posted lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
<td>The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well presented.</td>
</tr>
<tr>
<td>Evidence of Collaboration</td>
<td>Content of the posting provides no evidence of collaboration with peers. No</td>
<td>Content of the posting provides limited evidence of collaboration with peers. Less than 1</td>
<td>Content of the posting provides good evidence of collaboration with peers; 2 supporting</td>
<td>Content of the posting provides good evidence of collaboration with peers; 3 supporting</td>
</tr>
</tbody>
</table>
Libros Infantes Midterm/ Children’s Book Midterm (10%)
Los estudiantes van a leer un libro infantil elegido, crear un plan de lección usando ese libro y facilitar un discurso sobre el libro y la lección.
*La calificación será a base de terminación y sobre 10: 5 por la lección escrita y 5 por el cuento oral y la facilitación de un discurso.
Students will read a selected children’s book, create a lesson plan using that book, and facilitate a discussion about the book and the lesson.
*Grading will be based on completion and out of 10 total points: 5 for the written lesson plan and 5 for the oral reading and discussion facilitation.

Observaciones de la clase bilingüe/Bilingual Classroom Observations (6%)
Los estudiantes van a observar 3 horas de clases bilingües.
*Cada hora de observación documentada cuenta por 3.33% de la nota final.
Students will observe 3 hours of bilingual classes.
*Each hour of logged observation time accounts for 3.33% of the overall grade.

Written Assignment #1: Resumen del libro/Book Report or Film Review/Resumen de una película or Resumen del museo/Museum Review (10%)
Los estudiantes van a escoger un libro/un film un museo folclórico (aprobado por la profesor), leerlo/verlo/visitarlo y escribir un resumen, conectándolo a los temas de clase.
*Este reporte debe ser 2-3 páginas y será calificada con base a la rúbrica debajo.
Students will select a folklore book/film/museum (approved by the professor), read it/view it/visit it and write a review, connecting it to class themes.
*This report must be 2-3 pages and will be graded according to the rubric below.

Written Assignment #2: Composición de síntesis/Synthesis paper (10 %)
Los estudiantes van a escribir una composición de 4-5 páginas explicando cómo su práctica y filosofía crecieron y lo que aprendieron en este curso y cómo piensan aplicar lo a la educación bilingüe en el futuro.
*Este reporte debe ser 4-5 páginas y será calificada con base a la rúbrica debajo.
Students will write a 4-5 page paper explaining how their knowledge, practice and philosophy grew, citing what they learned in this course and explaining how they plan to apply this to a career in bilingual education.
*This paper must be 4-5 pages and will be graded according to the rubric below.
WRITTEN ASSIGNMENT #1 & #2 WILL BE GRADED ACCORDING TO THE RUBRIC BELOW:

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior coverage of subject, topic and/or thesis</td>
<td>Solid coverage</td>
<td>Adequate coverage or subject, topic and/or thesis</td>
<td>Little coverage or subject, topic and/or thesis</td>
<td>Does not cover subject/topic</td>
<td></td>
</tr>
<tr>
<td>Meets or exceeds the required length</td>
<td>Meets required length</td>
<td>Appropriate length to cover topic and/or thesis</td>
<td>Less than the required length to cover topic and/or thesis</td>
<td>Not adequate in length</td>
<td></td>
</tr>
<tr>
<td>Assertions exceptionally well supported and/or illustrated</td>
<td>Assertions well supported</td>
<td>Assertions generally supported and/or illustrated</td>
<td>Assertions minimally supported and/or illustrated</td>
<td>Assertions inadequately supported and/or illustrated</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
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</thead>
<tbody>
<tr>
<td>Thoughts exceptionally well organized and presented</td>
<td>Thoughts mostly organized and presented</td>
<td>Thoughts generally well organized and presented</td>
<td>Thoughts minimally organized and presented</td>
<td>Thoughts not clearly organized</td>
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<table>
<thead>
<tr>
<th>Creativity &amp; Style</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
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<tbody>
<tr>
<td>There is much evidence of imagination</td>
<td>There is some evidence of imagination</td>
<td>There is some evidence of imagination</td>
<td>There is minimal evidence of imagination</td>
<td>Details are a listing of facts with no concern for creativity or imagination</td>
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</tr>
<tr>
<td>Ideas are unique and enhance arguments</td>
<td>Many ideas are unique and well thought out</td>
<td>Some ideas are unique</td>
<td>Ideas are cliché or over simplistic</td>
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<tr>
<td>Creativity flows with multiple facts</td>
<td>Creativity flows with some facts</td>
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<tr>
<th>Mechanics</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
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<tr>
<td>Minimal errors to</td>
<td>Few errors to</td>
<td>Consistent errors to</td>
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<td>Serious and persistent errors to</td>
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<td>Sentence structure</td>
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<td>Spelling</td>
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<td>Punctuation</td>
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<td>Capitalization</td>
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<tr>
<td>Word Usage</td>
<td>Word Usage</td>
<td>Word Usage</td>
<td>Word Usage</td>
<td>Word Usage</td>
<td></td>
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</tbody>
</table>

Revised January 15, 2015
Final Project: El proyecto final / Final project (20%)
Students will contribute toward a class performance project and share not only in the creation of a class festival, reflecting one or more class themes, but also in the creation of a grading rubric for the performance project. Students will each individually assess the final project, according to the rubric developed.

**EXTRA CREDIT can be earned by attending lecture series presentations. Students that sign in attendance at an April lecture series at NNMC will earn 1% toward their overall grade/event. A total of 4 lectures will be presented and a total of 4% extra credit can be earned.**

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:

**Field Lab Experiences:**
- Professional Competency-Based Collection of Artifacts* 20%
- Field Lab Experience Log Sheet 50%
- Classroom Disposition Checklist (Faculty) 5%
- Field Placement Disposition Checklist (Mentor) 5%
- Self-Assessment Disposition Checklist 5%
- Additional Artifact(s) 15%
*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:
- BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases

Revised January 15, 2015
XV. Late Work:
All discussion board assignments and class readings must be completed by the due date on the syllabus. All other projects and assignments must be submitted by 5/5/2015.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

A=90-100%
B=80-89%
C=70-79%

Revised January 15, 2015
XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
EDBE/TE 416 Second Language Acquisition

1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

**DISPOSITIONS**
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

**SKILLS**
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: SPRING 2015

III. Course Time and Place: Mondays, 16.00-18.35 and BLACKBOARD

IV. Instructor Information:

| Instructor: DR. SARAH O BRIEN | Communication Information: 505 747 2251 sarah.obrien@nnmc.edu | Office Hours: Monday, 2-4 p.m. (Please make a/p) |

REQUIRED TEXTS:


  *Available for check out from AVANCE office, Teacher Ed. Center. Books must be returned on the last day of class.


- Proctor, P. (2014) Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, OELA and WhatWorks Review


- World Class Instructional Design and Assessment (WIDA) English Proficiency Standards and Resource Guide

Revised January 15, 2015
V. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VI. Attendance:
Attendance is required for all class AND ONLINE sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

VII. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
VIII. Catalog Course Description:

This course explores theories of both first and second language acquisition. It will also examine the relationship between language use and language development in the home, school, and community. An emphasis will be placed on developing an understanding of language acquisition and bilingualism in a classroom environment.
7. Course Outcomes:
1. Expand understanding of the culturally and linguistically diverse (CDL) student, family and community.
2. Expand understanding of the relationship between first and second language development.
3. Develop an understanding of the relationship between academic language development and the process by which students acquire language as mediated in the home environment, the community at large, and the school environment.
4. Develop an understanding of English language development assessment for the state of New Mexico and score interpretation and placement
5. Develop an understanding of appropriate strategies, curriculum and assessment to promote English language development.

8. Class Topics, NM Teacher Competencies:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern New Mexico College of Education Conceptual Framework. Assignments in this course correspond:

**TESOL competencies as listed below**-

A. Knowledge of students - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.

   (1) The teacher recognizes and accepts the home language as a valid system of communication.
   (2) The teacher knows the effects of cultural and socioeconomic variables on the students’ general level of development and socialization.
   (3) The teacher understands the factors that contribute to the lifestyles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.
   (4) The teacher knows about exceptionalities in learning and, is able to access resources and facilitate inclusive learning for all students

B. Knowledge of language and language development - New Mexico teachers of English as a second language are models of language proficiency and have knowledge of a second language. In addition, they draw on their knowledge of language and language development to understand the process by which students acquire both their first and second languages, to develop instructional strategies that promote language development, and to modify the curriculum as necessary to accommodate the needs of new language learners.

   (1) The teacher demonstrates proficiency in English literacy at a level commensurate with the teacher's role as a language model.
   (2) The teacher has knowledge of the process of oral and (where applicable) written language acquisition in the first and second language.
   (3) The teacher demonstrates knowledge of the ESL (English as a second language) component in bilingual education.
(4) The teacher understands the integrated nature of cognitive and affective language development.
(5) The teacher understands and respects vernaculars, including social and regional varieties.
(6) The teacher has knowledge of another language and culture, i.e. a minimum of two semesters of university coursework in a language other than English.

Bilingual competencies as listed below-
C. English language development
   (1) The teacher recognizes and accepts the standard and dialectal language variety as valid systems of communication, each with its own legitimate functions.
   (2) The teacher demonstrates knowledge of the basic nature of language, language acquisition, language variation, language change, and the relations of language to society and culture.
   (3) The teacher demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.
   (4) The teacher identifies structural and semantic differences between the student’s first and second language, recognizing areas of potential influences of the first language and utilizes this information for instructional purposes.
   (5) The teacher uses methods for teaching English as a second language for the English language development of students in all content areas, including the language arts.

IX. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility,
sense of fairness and justice, to test conventional wisdom for the pursuit of truth, empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic</th>
<th>Readings</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS 1 01-26</td>
<td>WHO ARE OUR ENGLISH LANGUAGE LEARNERS? What Impacts their Academic Performance?</td>
<td>Introductions Syllabus Review Chapter 1, Freeman.</td>
<td>C1 C2 C3 C4 B4 A2</td>
<td></td>
<td>Knowledge 2, 7, 4, 5 Skills 1, 2 Disposition 1, 2 &amp; 3 NNMC SLO #1, 2, 3.4</td>
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<tr>
<td>ONLINE</td>
<td>2nd Language Acquisition in NEW MEXICO What languages are being learned? Who and where are our Language Learners?</td>
<td>State of New Mexico Bilingual and Multicultural Report 2013-2014</td>
<td>C1 C2 C3 C4 B1 B2 B3 A2</td>
<td>Blackboard Discussion Due 02/04 Reflective Journal # 1</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1, 2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1, 2</td>
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<tr>
<th>CLASS 2 02/05</th>
<th>FACTORS IMPACTING 2nd LANGUAGE ACQUISITION</th>
<th>Ch. 12, <em>Second Language Acquisition</em>, pp 329-370</th>
<th>C1 C2 C3 C4 B1 B2 B3 A2 A4</th>
<th>NNMC SLO #1, 2, 3, 4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLINE</td>
<td>FACTORS IMPACTING 2nd LANGUAGE ACQUISITION</td>
<td>Proctor, P. <em>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</em>, OELA <a href="http://edstream.ed.gov/webcast/Play/7f9570b95f594e388fdcfd80af473a41d">http://edstream.ed.gov/webcast/Play/7f9570b95f594e388fdcfd80af473a41d</a></td>
<td>C1 C2 C3 C4 C5 B1 B2 B3</td>
<td>Blackboard Discussion Due 02/08 Reflective Journal #2</td>
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Revised January 15, 2015
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<tr>
<th>CLASS 4 02/16</th>
<th>THEORIES OF 1st and 2nd LANGUAGE ACQUISITION</th>
<th>Freeman Read Chapter 5 – What are the principal theories of first and second language acquisition</th>
<th>C1 C2 C3 C4 B1 B2 B3 A3</th>
<th>Mid-Term Exam</th>
<th>NNMC SLO #1, 2, 3.4 Disposition 1, 2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1, 2</th>
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<tbody>
<tr>
<td>ONLINE</td>
<td>THEORIES OF 1st and 2nd LANGUAGE ACQUISITION</td>
<td>EXPLORATION OF WEB RESOURCES</td>
<td>C1 C2 C3 C4 C5 B1 B2 B3 A1 A4</td>
<td>Reflective Journal #4 Blackboard Discussion Due 02/22</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1, 2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1, 2</td>
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<td>CLASS 5 02/23</td>
<td>KEY CONCEPTS IN BILINGUAL EDUCATION</td>
<td>Gass, Ch. 3, <em>Second Language Acquisition</em></td>
<td>C1 C2 C3 A1 A3 C4 B1 B2 B3</td>
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<tr>
<td>ONLINE</td>
<td>INVOLVING PARENTS AND DEVELOPING AN INTERCULTURAL ORIENTATION</td>
<td>Freeman, Chapter 7, How can schools develop an intercultural orientation? Ncela.us/webinars Meeting the Needs of Dual Language Learners.</td>
<td>C1 C2 C3 C4 C5 B1 B2 B3 A1</td>
<td>Reflective Journal #5 Blackboard Discussion Due 03/01</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
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<td>CLASS 6 03/02</td>
<td>MEASURING LANGUAGE DEVELOPMENT</td>
<td>WIDA English Language Development Standards</td>
<td>C1 C2 C3 C4 B1 B2 B3 A1</td>
<td>Powerpoint Presentation</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 5, 4, 7, 9, 1 Skills 1,2</td>
</tr>
<tr>
<td>ONLINE</td>
<td>MEASURING LANGUAGE DEVELOPMENT</td>
<td>Review of WhatWorks website.</td>
<td>C1 C2 C3 C4 B1 B2 B3</td>
<td>Threaded Discussion Blackboard Discussion Due 03/08</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 5, 4, 7, 9, 1 Skills 1,2</td>
</tr>
</tbody>
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X.

**Assignment Descriptions/ Assessment Criteria:**

1. **Course Participation**: Candidates are expected to fully engage in class and online discussions and read all required texts and articles thoroughly and deeply prior to class sessions. Please see the Course Participation rubric on Blackboard and NNMC’s Classroom Dispositions for standards.

2. **Written Exams**: The mid-term and final exam will test your understanding of how language is acquired, major theories of language acquisition and any other materials, readings and discussion covered during class. Sample questions and answers will be provided before an exam and serve as a base for review of materials and to familiarize students with exam type.

3. **Teacher Interview**: For this course and the assessment course, candidates will contact a public school ESL/ Bilingual Ed. teacher. They will conduct an interview in which inquiry is made into the type of dual language or English language program used in the school, the assessment processes in his or her school, as well as the instructional model and approaches used by the teacher. A list of sample questions is appended to the syllabus.

4. **Reflective Journal**: For this course and the assessment course, candidates will contact a public school ESL/ Bilingual Ed. teacher. They will conduct an interview in which inquiry is made into the type of dual language or English language program used in the school, the assessment processes in his or her school, as well as the instructional model and approaches used by the teacher. A list of sample questions is appended to the syllabus.
Candidates will submit 5 journal entries as one typed, final document at the end of the course. Through the journal, students explore course content through completion of a series of activities and ensuing reflections that demonstrate their understanding of and engagement with course content. For example, journals will be used to explain universal features of language, major theories of language acquisition, relationship between language and culture, and measurements and assessment of second language development. Length, about 1 page, 12 font, 1.5 spacing.

5. Powerpoint Presentation

Candidates will share a power-point presentation based on one of the theories of language acquisition covered during the course. Presentations will overview the main characteristics of the theory, outline its strengths and short-comings, and how knowledge of this theory might improve our teaching style and strategies. Powerpoints will be graded by a rubric that aligns with the TESOL 2012 Standards, which will be posted on BlackBoard.

RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

***RUBRIC FOR GRADING DISCUSSION BOARD POSTINGS***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
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<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
</tr>
</tbody>
</table>
Completeness | The material posted lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point. | Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed. | The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions. | All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well presented. |

Evidence of Collaboration | Content of the posting provides no evidence of collaboration with peers. No supporting references were used and no comments on peer posts were made. | Content of the posting provides limited evidence of collaboration with peers. Less than 1 supporting reference or comment on peer posts was made. | Content of the posting provides good evidence of collaboration with peers; 2 supporting references or comments on peer posts were made. | Content of the posting provides good evidence of collaboration with peers; 3 supporting references or comments on peer posts were made. |

**RUBRIC FOR GRADING OF REFLECTIVE JOURNALS**

Journal Rubric
The Reflective Journal is included as part of the course modules. It requires students to comment on some of the assigned readings from texts and/or review online information and apply or reflect on what you have been reading about. Then students will write their responses or reactions as an entry into the journal. Your reflective journal will be submitted via Blackboard email system to the professor by the dates indicated in the syllabus. Length, about two thirds of a page each entry.

***Los estudiantes de EDBE 416, o sea, el programa bilingüe, pueden presentar sus reflexiones en español***

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and style</strong></td>
<td>Need Improvement</td>
</tr>
<tr>
<td>(1 points)</td>
<td>The report barely conforms to expectations of quality in content and style. The writing fulfills given task parameters in only some respects; it contains a number of factual errors or misuse of sources, and constitutes a weak attempt to create a mature, well-prepared professional report. It shows an emerging level of awareness and sophistication, which</td>
</tr>
<tr>
<td>Objective/Criteria</td>
<td>Performance Indicators</td>
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<tr>
<td><strong>Understanding of subject and professional standards</strong></td>
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<tr>
<td>Level of reflection and insight</td>
<td>(1 points)</td>
</tr>
<tr>
<td><strong>Objective/Criteria</strong></td>
<td><strong>Performance Indicators</strong></td>
</tr>
<tr>
<td><strong>Understanding of subject and professional standards</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Level of reflection and insight</strong></td>
<td>(1 points)</td>
</tr>
</tbody>
</table>

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Need Improvement</td>
</tr>
<tr>
<td></td>
<td>ability to provide valid criticism and occasionally identify effective v. not-so effective applications. Narrative demonstrates some basic awareness and sensitivity towards culturally diverse situations/ context and a rather basic level of ability to provide principled responses.</td>
</tr>
<tr>
<td>Organizational structure</td>
<td>(1 points) The organizational structure is scarcely smooth, logical, and coherent; it offers poor choice in transition making it seem somewhat choppy; it complies with few of the required items. A significant number of required items are either missing or not fully addressed as required. It fails to meet submission deadline.</td>
</tr>
<tr>
<td>Clarity of writing</td>
<td>(1 points) The prose is somewhat clear and apt with a limited degree of awareness, precision and pertinent details/ examples; it is suggestive of an emerging ability to monitor and adjust instruction. The rationale/ reflection is vague at times and with little support, showing an emerging proficiency in utilizing best practices that are responsive to diverse learners’ needs. The report shows some mechanical errors in punctuation, grammar, spelling, and sentence</td>
</tr>
</tbody>
</table>

Revised January 15, 2015
XI. Late Work:
Your work is due on the date indicated on the syllabus. Course work will not be accepted past the due date.

XII. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. *Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.* In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XIII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XIV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XV. Grading Scale:
Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

If you are going to use that in your grading be sure the grading scale reflects that grading system.

XVI. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XVII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction**: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
5. **Assessment**: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
3. **Teaching**: The teacher candidate appropriately utilizes a variety of teaching methods for each area taught.

KNOWLEDGE PRINCIPLE
4. **Learning**: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
6. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity**: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism**: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration**: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

Northern New Mexico College
College of Education
EDBE/TE 406
Semester: SPRING 2015

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

i. Credit Hours: 3

ii. Semester Taught: SPRING 2015

iii. Course Time and Place: BLACKBOARD

iv. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: SARAH O BRIEN</th>
<th>Communication Information: 505 747 2251</th>
<th>Office Hours: Mon-Friday 09.00-16.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:sarah.obrien@nnmc.edu">sarah.obrien@nnmc.edu</a></td>
<td>(Please make a/p)</td>
</tr>
</tbody>
</table>

v. Required Text:

**The required Textbooks can be borrowed from the AVANCE office, which is located upstairs in the Teacher Educaton Center. Please contact delmeria.martinez@nnmc.edu to check out your book. Books must be returned in acceptable condition by May 7 2015. **


O Malley J. and L. Valdez (1996) Authentic Assessment for English Language Learners, Practical Approaches for Teachers Longman (Available for check out from Teacher Ed. Center)

Readings on Blackboard:

- Castaneda, M. Rodriguez-Gonzalez, Enhancing Reading Proficiency in English Language Learners (ELLs): The Importance of Knowing Your ELL in Mainstream Classrooms.
- World Class Instructional Design and Assessment (WIDA) English Proficiency Standards and Resource Guide
- Hellman, Andrea (2011) Assessment with P-12 English Language Learners, (TESOL, 2011)

Revised January 15, 2015

• Stoddart, T., Jorge Solis, Sara Tolbert, and Marco Bravo (2010), *A Framework for the Effective Science Teaching of English Language Learners in Elementary Schools*. Teaching Science with Hispanic ELLs in K–16 Classrooms, pages 151–182. Information Age Publishing

• State of New Mexico Bilingual Multicultural Education Annual Report for School Year 2013-2014

**Culturally Relevant Literature**

Candidates will read and plan lesson activities around a culturally relevant literature chapter book (see examples below). Each group will make a powerpoint presentation of the book and lesson activities to the class.


vi. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

vii. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

viii. New Mexico Initial Licensure requirements.

*ALP requirements*:

Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.

Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:

Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

Catalog Course Description:

This course focuses on the understanding of teaching methodologies in the bilingual/ESL classroom. A variety of instructional strategies, techniques, and alternative assessments will be explored with an emphasis on critical reflective practice.

Course Objectives:

a. Expand understanding of the culturally and linguistically diverse (CDL) student
b. Expand understanding of effective program models for CDL students; CALLA Method of Instruction and Sheltered Method of Instruction (SDIE & SIOP).
c. Develop an understanding of cognitive academic language learning in the bilingual/ESL classroom.
d. Expand understanding of learning strategies.
e. Expand understanding of teaching strategies.
f. Expand knowledge on the use of technology in the bilingual/ESL classroom.
g. Identify, describe and analyze criteria for selecting or creating appropriate and bias free instructional materials for English language development in “content” areas.
h. Develop an understanding of appropriate alternative assessment instruments (portfolios, authentic assessments) in the bilingual/ESL classroom.
i. Expand understanding of reflective practice as a means to improve student achievement and professional growth.

College wide Learning Outcomes

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes.

Revised January 15, 2015
1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework.
Assignments in this course correspond to selected competencies as listed below.

**TESOL and Bilingual Education Competencies as listed below**

**E. Meaningful learning through multiple paths to knowledge - New Mexico teachers of English as a second language use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways. They provide multiple paths to help students develop language proficiency and strengthen understanding of the pertinent disciplines. They effectively use the English language to enhance subject-matter learning.**

   (1) The teacher develops a large repertoire of active teaching and learning strategies appropriate to distinct learning styles and developmental levels of students.
   (2) The teacher develops a knowledge base and teaching strategies related to the basic elements and methodologies appropriate to the development of literacy and content area knowledge.
   (3) The teacher demonstrates an ability to utilize innovative, communicative-based teaching techniques to enhance the language acquisition process.

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(4) Instructional resources - New Mexico teachers of English as a second language select, adapt, create, and use rich and varied resources.
(5) The teacher knows procedures for identifying biases and deficiencies in existing curriculum and strategies to modify it to address student linguistic, cultural, and developmental needs.
(6) The teacher knows strategies to develop, acquire, adapt and evaluate materials appropriate to the alternative language/multicultural classroom.
(7) The teacher explores, evaluates, and uses technology including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students.
(8) Learning environment - New Mexico teachers of English as a second language establish a caring, inclusive, safe, and linguistically and culturally rich community of learners where students take intellectual risks and work both independently and collaboratively.
(9) The teacher demonstrates knowledge of and applies management techniques appropriate to classrooms.
(10) The teacher creates a climate of high expectations for all students.
(11) The teacher creates a secure learning atmosphere in order to facilitate a risk-taking environment.
(12) The teacher creates meaningful curricula with materials and activities that foster critical thinking skills.

F. Assessment - New Mexico teachers of English as a second language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.
(1) The teacher understands the principles and theories of second language assessment.
(2) The teacher shall be able to administer language assessments, interpret results, and incorporate them into instruction.
(3) The teacher recognizes potential linguistic and cultural biases in assessment instruments including standardized tests.
(4) The teacher utilizes alternative assessment measures including portfolio and authentic assessments.

G. Reflective practice - New Mexico teachers of English as a second language regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.
(1) The teacher develops the ability to self-monitor and self-reflect on teaching strategies, value systems, and beliefs as they relate to students.
(2) The teacher continuously assesses and adjusts his/her own language usage in the classroom in order to maximize student comprehension and verbal participation.

D. Instructional methodology
(1) The teacher demonstrates knowledge of the philosophical, historical, legal, theoretical, and sociological foundations of bilingual education programs, including a knowledge of national, state and local curriculum requirements and
standards.
(2) The teacher demonstrates knowledge of major models and prototype of bilingual and English as a second language programs and components of such programs.
(3) The teacher demonstrate knowledge of theories of first and second language acquisition by utilizing teaching methods appropriate to various language groups, distinct learning styles, different developmental levels.
(4) The teacher demonstrates knowledge of and use theories, approaches, methods, and techniques for teaching listening, speaking, reading and writing in two or more languages in the development of literacy, mathematics, social studies, science, art, music and physical education.
(5) The teacher demonstrates curriculum planning and classroom management skills, including procedures for identifying biases and deficiencies in existing curricula and strategies to modify the curriculum to better address student linguistic, cultural and developmental needs in English and the language other than English.
(6) The teacher applies strategies to develop, acquire, adapt and evaluate materials appropriate to the bilingual/multicultural classroom.
(7) The teacher demonstrates abilities to organize, plan and teach specific lessons in required curriculum areas using the appropriate terminology in English and the language other than English.
(8) The teacher demonstrates the ability to collaborate with other education professionals in promoting the participation of second language learners in all aspects of schooling.
(9) The teacher explores, evaluates and uses technology including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students.
(10) The teacher knows about exceptionalities in learning, and is able to access resources and facilitate inclusive learning for all students.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic Sub Topics and Activities</th>
<th>Readings</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNM SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS 1 01-22</td>
<td>INTRODUCTION</td>
<td>Collier &amp; Thomas (1999) Making U.S. Schools Effective for English Language Learners TESOL</td>
<td>E7, G2, E2, E1, E8, D9</td>
<td>Blackboard Threaded Discussion Video Submission #1</td>
<td>Knowledge 2, 7, 4, 5 Skills 1,2 Disposition 1,2 &amp; 3</td>
</tr>
<tr>
<td>01-22</td>
<td>1. ELLs in U.S. schools</td>
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<tr>
<td></td>
<td>2. Syllabus &amp; Course Overview</td>
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<table>
<thead>
<tr>
<th>CLASS 2</th>
<th>Educational Outcomes for English Learners in Different Instructional Programs [link on Blackboard]</th>
<th>Moughamian, A. C., Rivera, M. O., &amp; Francis, D. J. (2009). Instructional models and strategies for teaching English Language learners.</th>
<th>E1 E6 D9</th>
<th>Reflective Journal #1 Threaded Discussion Due 02/04</th>
<th>NNMC SLO #1, 2, 3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS 3</td>
<td>LANGUAGE 1. Language Acquisition 2. Language Development [link to video]</td>
<td>Herrera/Chapter 3: Linguistic Dimensions of Methods for CLD Students [link to video]</td>
<td>E8 D10 D9</td>
<td>Reflective Video Submission #2 Due 02/11 Threaded Discussion</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
</tr>
<tr>
<td>CLASS 4</td>
<td>TEACHING ELL’s Connecting Research, Practice and Policy Implementation for English Learners [link to video]</td>
<td>Proctor, P. Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, OELA [link to video]</td>
<td>E1 E6</td>
<td>Reflective Journal #2 Due 02/18 Threaded Discussion</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
</tr>
</tbody>
</table>
| CLASS 5 02/19 | SHELTERED MODEL OF INSTRUCTION  
1. SIOP  
2. Lesson Planning | Herrera/Chapter 8: The Sheltered Method of Instruction  
Goldenberg, C  
Teaching English Language Learners | E1  
E6  
D2  
D6 | Video Submission #3  
Due 02/25  
Threaded Discussion | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 2, 7, 4, 5  
Skills 1,2 |
| --- | --- | --- | --- | --- | --- |
| CLASS 6 02/26 | CALLA Method of Instruction  
1. Crosslinguistics  
2. CALLA STUDENTS & INSTRUCTIONAL MODELS  
1. WIDA and Common Core Standards  
2. TESOL Standards 2012 | Herrera, Ch. 9 CALLA Method of Instruction | E1  
E6  
D2  
D6 | Reflective Journal #3  
Due 03/04  
Threaded Discussion | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 2, 7, 4, 5  
Skills 1,2 |
| CLASS 7 03/05 | Mathematics  
1. Language in Mathematics  
2. Scaffolding Mathematics Learning | Muschkovich, J Bilingual Mathematics Learners  
WhatWorks Clearinghouse Review of RtI Instruction in Math for ELLs (link provided on BB) | E1  
E6  
D2  
D6 | Video Submission #4  
Due 03/11  
Threaded Discussion | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 2, 7, 4, 5  
Skills 1,2 |
| CLASS 8 03/12 | **Language Arts & Literacy**  
1. Supporting Literacy Development  
2. Scaffolding Writing  
3. Culturally Relevant Lit. Assignments | Castaneda, M. Rodriguez-Gonzalez, *Enhancing Reading Proficiency in English Language Learners (ELLs)*: | E1 E6 D2 D6 | Reflective Journal #4 Due 03/18  
Threaded Discussion  
**Teacher Interview Case Study Due 03/25** | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 2, 7, 4, 5  
Skills 1,2 |
| CLASS 9 03/19 | **SPRING BREAK NO CLASS**  
Teacher Interview Case Study Due 03/25 | | | |
| CLASS 10 03/26 | **SCIENCE**  
1. Language in Science  
2. Scaffolding Science Learning  
[http://edstream.ed.gov/webcast/Play/7f9570b95f594e388f4ef4f473a41d](http://edstream.ed.gov/webcast/Play/7f9570b95f594e388f4ef4f473a41d) | Stoddart J. Solis S.and Bravo M., *A Framework for Effective Science Teaching of English Language Learners in Elementary Schools*  
Hooper, P., *STEM and EL’s; A Collaborative Effort*, Webinar, ncela.ed.gov/webinars/2011 | E1 E6 D2 D6 | Video Submission #5 Due 04/01  
Threaded Discussion | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 2, 7, 4, 5  
Skills 1,2 |
| CLASS 11 04/02 | **METHODS OF TEACHING BILINGUAL/ESL** | **Northern New Mexico April Lecture Series**  
(You will be required to attend at least 2 of these 4 lectures hosted at NNMC. Lectures will take place Thursday evenings) | E3 E4 D2 D6 D9 | **Lesson Plan due 04/08** | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge |
| CLASS 12 04/09 | NNMC April Spring Lecture Series | E3 F1  
E4 F2  
D2 F3  
D6 F4  
D9 | Threaded Discussion | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 5, 4, 7, 9, 1  
Skills 1,2 |
| CLASS 13 04/16 | NNMC April Spring Lecture Series  
The GLAD Model | www.projectglad.com  
F1  
F2  
F3, F4 | Threaded Discussion  
Reflective Journal #5  
Due 04/22 | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 5, 4, 7, 9, 1  
Skills 1,2 |
| CLASS 14 04/23 | NNMC April Spring Lecture Series | www.dlenm.org  
(Student will explore this website and pick out two pieces of research or publication related to ELL instruction and assessment that they found) | Video Submission #6  
Threaded Discussion | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 5, 4, 7, 9, 1  
Skills 1,2 |
| CLASS 15 04/30 | Methods of Teaching Bilingual/ ESL Pulling it All Together | E3 E4 D3 D5 D7 | Reflective Journal # 6 Threaded Discussion Academic Journal Due 05/07 | NNMC SLO #1, 2, 3.4 Disposition 1,2 & 3 Knowledge 2, 5, 3, 4, 9 Skills 1,2 |
| CLASS 16 05/07 | Course Closure 1. Self-Reflective Presentation. 2. Overall reflection & Goal Setting 3. Complete Course Evaluations | E3 G1 G2 D1 D8 | Threaded Discussion Self-Reflective Presentation through Prezi Due. | NNMC SLO #1, 2, 3.4 Disposition 1,2 & 3 Knowledge 9, 7, 6, 4, 5 Skills 1,2 |

Threaded BB discussions due by Wednesday of each week at 11.59 p.m.
Video Submissions due by Wednesdays at 11.59 p.m.
Teacher Interview Case Study Due 03/25
Lesson Plan Due 04/08
Academic Journal Due 05/07
Self-Reflective Presentation through Prezi Due 05/07

Assignment Descriptions/ Assessment Criteria:
1. Course Participation (Threaded Discussion) .................................................................20%
Candidates are expected to fully engage in online discussions and read all

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required texts and articles thoroughly and deeply prior to class sessions. Since our classes become live each Thursday you will submit all discussions, at the latest, by Wednesday at 11.59p.m. Please see RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS below.

2. Bilingual/ ESL Lessons Plan..........................................................................................................................20%
Candidates will read a culturally relevant chapter book (from the syllabus list or as approved by the instructor) and develop activities to teach the text to ELLs/Bilinguals. Activities should include, at a minimum, one pre-reading activity, one during reading activity, one reading comprehension activity, and one writing activity. In groups of two, students will present their selected text and activities by webcam.

3. Teacher Interview.............................................................................................................................................20%
For this course and the assessment course, candidates will contact a public school ESL/ Bilingual Ed. teacher. They will conduct an interview in which inquiry is made into the assessment processes in his or her school, as well as the instructional model and approaches used by the teacher. See Blackboard for an initial list of questions and rubric.

4. Reflective Journal Responses..........................................................................................................................10%
Candidates will submit an academic journal at the end of the semester containing 6 journal entries (6 entries at 15 points each = 90 points). Students will email this journal to the instructor through the Blackboard email system as one word document. A rubric for the reflective journal is appended below.

5. Video Submissions.............................................................................................................................................10%
Using the Blackboard Webcam function students will submit 6 videos (6 entries at 20 points each = 120 points) on Blackboard. Videos will illustrate the student’s response to and engagement with aligned texts and will platform their investigation into further methods for teaching Bilingual/ ESL. Students will listen to all videos and respond to at least two videos per module. See rubric below for video submissions. Since our classes become live each Thursday you will submit all videos, at the latest, by Wednesday at 11.59p.m.

6. Self-Reflective Presentation ...........................................................................................................................20%
The student will prepare a 10-minute presentation through Prezi that synthesizes the insight, knowledge, techniques and skills that he/she acquired during the course and that particularly relate to Methods of Teaching Bilingual/ESL. A Rubric for the self-reflective presentation will be available on Blackboard.
RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

***RUBRIC FOR GRADING DISCUSSION BOARD POSTINGS***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the assignment.</td>
</tr>
<tr>
<td>Completeness</td>
<td>The material posted lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
<td>The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well presented.</td>
</tr>
<tr>
<td>Evidence of Collaboration</td>
<td>Content of the posting provides no evidence of collaboration with peers. No supporting references were used and no comments on peer posts were made.</td>
<td>Content of the posting provides limited evidence of collaboration with peers. Less than 1 supporting reference or comment on peer posts was made.</td>
<td>Content of the posting provides good evidence of collaboration with peers; 2 supporting references or comments on peer posts were made.</td>
<td>Content of the posting provides good evidence of collaboration with peers; 3 supporting references or comments on peer posts were made.</td>
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**RUBRIC FOR GRADING OF REFLECTIVE JOURNALS**

**Journal Rubric**

The Reflective Journal is included as part of the course modules. It requires students to comment on some of the assigned readings from texts and/or review online information and apply or reflect on what you have been reading about. Then students will write their responses or reactions as an entry into the journal. Your reflective journal will be submitted via Blackboard email system to the professor by the dates indicated in the syllabus. Length, about two thirds of a page each entry.

***Los estudiantes de EDBE 406, o sea, el programa bilingüe, pueden presentar sus reflexiones en español***

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<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
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<td></td>
<td>Need Improvement</td>
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<tr>
<td><strong>Content and style</strong></td>
<td>(1 points)</td>
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<tr>
<td>The report barely conforms to expectations of quality in content and style. The writing fulfills given task parameters in only some respects; it contains a number of factual errors or misuse of sources, and constitutes a weak attempt to create a mature, well-prepared professional report. It shows an emerging level of awareness and sophistication, which comes close to meeting the assignment’s expectations; it suggests a basic level of relevant knowledge and some desirable skills and professional dispositions.</td>
<td>The report mostly conforms to expectations of quality in content and style. The writing fulfills given task parameters in most respects; it contains few factual errors or misuse of sources, and constitutes a mature, well-prepared professional and balanced report. It shows a sound level of awareness and sophistication which conforms to the assignment’s expectations; it suggests growing knowledge of subject and a good number of desirable skills and professional dispositions reflective of a promising professional foundation.</td>
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<tr>
<td><strong>Understanding of subject and professional standards</strong></td>
<td>(1 points)</td>
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<tr>
<td>Journal exhibits mostly vague or unsuitable content. Narrative is mostly irrelevant to assigned topic or shows inadequate development of topic, non-substantive development of pertinent issues and experiences/questions. Uninformed treatment of subject with little substance, few or</td>
<td>Journal has adequate evidence of a general ability to reflect on issues, concerns &amp; outcomes. Discussion is narrow enough to fall within task parameters, mostly relevant to topic. Reviews a number of relevant events or experiences in an informed manner and</td>
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<td>Objective/Criteria</td>
<td>Performance Indicators</td>
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<td></td>
<td>Need Improvement</td>
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<td>unsuitable reviewed</td>
<td>provides supporting</td>
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<td>evidence in the form of</td>
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<td>supporting data or</td>
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<td>suggests</td>
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<td>of pertinent professional</td>
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<td>demonstrates little</td>
<td>addressing content. It</td>
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<td>does not meet</td>
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<td>and limited skill</td>
<td>minimum task parameters</td>
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<td>as identified in course</td>
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<td>syllabus.</td>
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<tr>
<td>Level of reflection and insight</td>
<td>(1 points)</td>
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<td>The report presents a succinct and rather basic narrative; it is at times supported by mostly relevant evidence that is somewhat suggestive of pertinent best practices; it demonstrates emerging ability to provide valid criticism and occasionally identify effective v. not-so effective applications. Narrative demonstrates some basic awareness and sensitivity towards culturally diverse situations/ context and a rather basic level of ability to provide principled responses.</td>
<td>The report presents a mostly sophisticated and clear narrative; it is supported by thoughtful, relevant and persuasive evidence that is reflective of pertinent best practices; it demonstrates growing ability to provide valid criticism and often identify effective v. not-so effective applications. Narrative demonstrates good awareness and strong sensitivity towards culturally diverse contexts and the ability to often provide sound principled responses.</td>
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<td>Organizational structure</td>
<td>(1 points)</td>
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<td>The organizational structure is scarcely smooth, logical, and coherent; it offers poor choice in transition making it seem</td>
<td>The organizational structure is somewhat smooth, logical, and coherent; it offers mostly well-chosen transitions; it complies with most items</td>
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<tr>
<td>Objective/Criteria</td>
<td>Performance Indicators</td>
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<td>Need Improvement</td>
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<td>somewhat choppy; it</td>
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<td>It fails to meet</td>
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<td>submission deadline.</td>
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**Clarity of writing**

<table>
<thead>
<tr>
<th>Clarity of writing</th>
<th>(1 points)</th>
<th>(2 points)</th>
<th>(3 points)</th>
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<td></td>
<td>The prose is somewhat clear and apt with a limited degree of awareness, precision and pertinent details/examples; it is suggestive of an emerging ability to monitor and adjust instruction. The rationale/ reflection is vague at times and with little support, showing an emerging proficiency in utilizing best practices that are responsive to diverse learners’ needs. The report shows some mechanical errors in punctuation, grammar, spelling, and sentence structure. Submission was late (more than a day).</td>
<td>The prose is mostly clear, apt, and occasionally insightful; the report demonstrates a good degree of awareness, precision and pertinent details/examples suggestive of a mostly reliable ability to monitor and adjust instruction. The rationale/ reflection is mostly clear and with good support, showing proficiency in utilizing best practices that are well-tuned to diverse learners’ needs. The report is virtually free of major mechanical errors in punctuation, grammar, spelling, and sentence structure. Submission was delayed (less than a day) due to mitigating circumstances.</td>
<td>The prose is clear, apt, and consistently insightful; the report demonstrates a high degree of pedagogical awareness, precision and pertinent details/examples suggestive of significant ability to successfully monitor and adjust instruction. The rationale/ reflection is clear and well-supported, showing high proficiency in utilizing best practices that are finely tuned to diverse learners’ needs. The report is free of mechanical errors in punctuation, grammar, spelling, and sentence structure. A timely submission.</td>
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</table>

**RUBRIC FOR GRADING VIDEO SUBMISSIONS**

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and Articulation of materials</td>
<td>Posting and articulation of the posting is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Oral responses lack some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well articulated, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well articulated, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
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Revised January 15, 2015
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<tr>
<th>Component</th>
<th>Poor Quality Description</th>
<th>Adequate Quality Description</th>
<th>Good Quality Description</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade. Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment. Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment. Content is comprehensive and the narrative is very well articulated.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well articulated.</td>
<td></td>
</tr>
<tr>
<td>Completeness</td>
<td>The video posting lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well articulated.</td>
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<tr>
<td>Collaboration</td>
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xii. Late Work:
Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

xiii. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations.
Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

xiv. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

xv. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

xvi. Grading Scale:
Attention instructors this is an example. You are required to include your grading scale on your syllabus. If you choose you may use this scale, however, delete the language regarding the statement beginning with attention.

Grading (example):
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

If you are going to use that in your grading be sure the grading scale reflects that grading system.

xvii. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as

Revised January 15, 2015
though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to he student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. Diversity: The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings. The instruction in Special Education course must incorporate the Content Standards for All Special Education Teachers.

SPED 455
IEP Development

I. Credit Hours: 4

II. Semester Taught: Spring 2015

III. Course Time and Place:
This is a hybrid course. Most work will be done online. Face to face classes will meet on the following days (Saturdays) in TEC Room 109:
2/07/15 - 9:00 – 4:00 pm
2/21/15 - 9:00 – 4:00 pm
3/21/15 - 9:00 – 4:00 pm
3/28/15 - 9:00 – 4:00 pm
4/11/15 - 9:00 – 4:00 pm
4/25/14 - 9:00 – 4:00 pm

IV. Instructor Information:
Instructor:
Christina "Tina" Baca
Communication Information:
christinabaca505@hotmail.com
Office Hours:
By appointment

V. Required Texts:
Developing Quality IEPs, Technical Assistance Manual 2009, New Mexico Public Education Department (Download from the PED Website) Hardcopy will be provided by instructor.


Graduation Options for Students with Disabilities. May 2010, New Mexico Public Education Department (Download from the PED Website)

VI. Required Materials or Readings:
Additional readings will be provided via email or in class.

VII. Attendance:
This is a Hybrid course. Thus, your full participation in weekly discussions and assignments is expected. Attendance is required for all face-to-face class sessions. Students must be present for full day classes at NNMC. There is no
deviation from this rule. One day of missed face-to-face class will result in failure in the class.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Special Education classes must meet the Council for Exceptional Children (CEC) Competencies for Special Education.

VIII. Course Description:

This course is designed to provide a comprehensive overview of development of the Individualized Education Plan (IEP) and the relevant IDEA-B regulations. The IEP is the cornerstone of special education.

It is designed for Special Education teacher candidates and provides an in depth study of the Individualized Education Plan (IEP), focusing on the development of goals and objectives, present levels of performance, and the overall strategy involved in developing a meaningful IEP. As various exceptionalities are discussed, students will learn how to structure the student’s IEP goals and objectives so that they comply with NM Core Standards. In addition to concentrating on the IEP, participants will discuss other important PED documents necessary as background to develop meaningful IEPs for students. Attention will also be paid on how to conduct IEP meetings.

IX. Course Objectives:

Course objectives are aligned with the NNMC Conceptual Framework and the Content Standards of the State of New Mexico. The objectives are also aligned with the Council for Exceptional Children’s Content Standards for Beginning Special Education Teachers.

At the conclusion of this course, the student will be able:
1. Articulate Special Education regulations specific to IEPs
2. Articulate the stages involved before the development of the IEP and the IEP process.
3. Conduct an effective IEP meeting.
4. Write measurable goals and objectives directly relating to the individual needs of the student with the exceptionality.
5. Develop present levels of performance (PLOP) statements required in the IEP.
6. Articulate and write appropriate adaptations and modifications for the student on the IEP.
7. Articulate the requirements of the IEP as they relate to the New Mexico Accountability System.

The candidate for licensure in special education:

CEC Content Standard 1: Foundations
a. Knows the laws, policies and ethical principles regarding behavior management, planning and implementation. (CC1K2)
b. Understands the relationship of special education to the organization and function for educational agencies. (CC1K3)
c. Understands the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs. (CC1K4)

CEC Content Standard 3: Individual Learning Differences
a. Understands the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
b. Appreciates the differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
CEC Content Standard 5: Learning Environments and Social interactions
a. Understands the demands of learning environments.
   e. Is able to create safe, equitable, positive and supportive learning environments in which diversities are valued.
   f. Is able to identify realistic expectations for personal and social behavior in various settings.
   g. Is able to identify needed supports for inclusion.
   h. Is able to design environments that encourage active participation in individual and group activities.
   i. Is able to modify learning environments to modify behavior.

CEC Content Standard 7: Instructional Planning
d. Is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
e. Is able to involve the individual and family in setting instructional goals and monitoring progress.
f. Is able to use functional assessment to develop intervention plans.
g. Is able to use task analysis.
h. Is able to sequence, implement, and evaluate individualized learning objectives.
i. Is able to use instructional time effectively.
j. Is able to make responsive adjustments to instruction based on continual observations.

CEC Content Standard 8: Assessment
a. Knows basic terminology used in assessment.
b. Understands screening, pre-referral, referral, and classification procedures.
c. Is able to gather relevant background information
d. Can interpret information from formal and informal assessments.
e. Can evaluate instruction and monitor progress of individuals with exceptional learning needs.

CEC Content Standard 9: Professional Ethical Practice
a. Understands personal cultural biases and differences that affect one’s teaching.
b. Knows that the teacher serves as a model for individuals with exceptional needs.
c. Knows current methods regarding research-validated practice.
d. Can practice within the CEC Code of Ethics and other standards of the profession.
e. Can uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
f. Can demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
g. Can practice within one’s skill limit and obtain assistance as needed.
h. Can use verbal, nonverbal, and written language effectively.
i. Can reflect on one’s practice to improve instruction and guide professional growth.

CEC Content Standard 10: Collaboration
a. Knows models and strategies of consultation and collaboration.
b. Knows the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of in individualized program.
c. Can maintain confidential communication about individuals with exceptional learning needs.
d. Can collaborate with families and others in assessment of individuals with exceptional learning needs.
e. Can foster respectful and beneficial relationships between families and professionals.

f. Can assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

g. Can plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.

h. Can model techniques and coach others in the use of instructional methods and accommodations.

i. Can observe, evaluate, and provide feedback to paraeducators.

X. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies.

XI. Assignment Descriptions and Assessment Criteria:
Students’ learning will be assessed through participation on weekly online discussions, online assignments, class presentations on an IEP related topics, and assignments given during face to face classes.

Grades will be distributed as follows:

1) Weekly online discussions - 30%
2) Assignments – 30%
3) Class Participation – 20%
4) Final – 20%

- Description of each assignment, topic presentation and discussions are detailed on your Blackboard course (online) and listed in this syllabus.

XII. Late Work Policy:

a) Discussions posted after the due dates will receive a grade of ZERO

b) Online assignments submitted later than the due date will suffer grade deduction to the discretion of the instructor. Please contact the instructor if you will need to submit a late assignment.

XIII. Special Needs:
Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course immediately and no later than the first two weeks of the class so that the appropriate modifications and accommodations can be made in the class. Students who have special needs but choose not to communicate this to the instructor, and therefore, did not have their class work modified for them, cannot use this motive for appealing a failing or lower grade. The Special Needs liaison at NNMC is Rebecca Cabildo, 505-747-2152/ rcabildo@nnmc.edu, and you should contact her if you feel any modification is needed for you in the class.

XVI. NNMC Incomplete Policy:
The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student’s control (emergencies). This means a serious
illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVI. Online discussions guidelines

The online discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content.

Online discussions should be a learning experience for all students. Postings and replies should be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard e-mail and not posted on the discussion board.

XVI. Complaints policy

The COE (College of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work go to the first person immediately above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted in the COE. For example, if you have questions about your grade, talk with your professor first, only if that is not resolved, you would talk with the COE Dean, etc. To a more complete description of the process, see NNMC student handbook.

XVII. Online communications

– NNMC has determined that all student–faculty communication must by conducted through NNMC’s email. Thus, you are required to activate your NNMC e-mail account and conduct all your class communications with your professor through it. Online communication through other e-mail addresses will not be answered by the instructor.

Assignments and Due Dates

In addition to the weekly Discussion topics, the following assignments are part of this course. The instructor reserves the right to change assignments based on the needs of the class. As a reminder, this class is practical and designed to assist in the development of quality IEPs which meet the requirements of IDEA. Each assignment is worth 10 points.

Assignment # 1 Due 2/15/15

Read the SAT MANUAL developed by the NMPED (located in the Course Content page of this course). This manual deals with the 3 tier process to address students’ needs in regular education prior to referring students for evaluation.

Although Assignment 1 was changed in class on 2/7/14, I recommend that you download the SAT Manual as a reference guide. The revised assignment is:

1. Print the PreSchool-Elementary IEP from the Content section of this class (also provided in an email). For each section of the IEP, identify the page this section is discussed in either the PED-Developing Quality IEPs manual or the text, Pierangelo, Roger and Giuliani, George, Understanding, Developing and Writing Effective IEPs (2007).

2. Identify 5 reading interventions and 5 math interventions and the relevant reference for each, e.g., book, website, curriculum in school, etc. and be appropriate for the level you teach. Choose a
format that works for you, e.g., table, narrative, etc. This list of interventions is limited to 1.5 pages.

**Assignment 2  Due 3/8/15**  
Research at least 2 Internet sites on the topic of home-school collaboration/school-family partnerships.

In addition, visit NM PED website and read 2 documents related to parents involvement in their child's education.

To find the first document go to Directory A to Z and click on Family/Parent Involvement. At the bottom of the page, read the **New Mexico Guiding Principles on Family & Parent Involvement**.

To find the second document go to Directory A to Z and click on Special Education Bureau. At the top of the page you see a link to the **Parent and Child Rights in Special Education: Safeguards Notice**.

Read these 2 documents and write a 3-page paper discussing how the home school collaboration principles discussed on the two web pages you found are applied to the 2 NM PED documents that deal with parents' involvement. Are those 2 documents good representations of the home-school collaboration principles? Why or why not?

**Assignment 3  Due 3/22/15**  
Read the NM PED Graduation Options Manual  [Graduation Options for Students With Disabilities.pdf](#) (see attachment on Course Content) . Write a 3 to 4 page paper delineating what you have learned about the topic. When should an IEP team start considering changing graduation pathways for a student? When are the deadlines for doing so? What should you prioritize in a program for a student in career pathway? How would a program for a student in career pathway differ from that of a student in standard pathway? What do you need to consider when developing their IEPs?

**Assignment #4  Due 4/5/15**  
Read the DEVELOPING QUALITY IEPs NMPED MANUAL (you can find it in the Course Content page of this course). Write a 2 to 3 pages paper addressing some of the issues covered by the document. How well do you think, the manual provides guidance to special educators in the area of developing appropriate PLOPs and Goals and PWN? What was the most useful information for you in this manual? How does this manual align to the text by Pierangelo and Giuliani?

**Assignment #5  Due 4/12/15**  
Go to NM PED webpage resource on Transition. Get familiar with the resources available. Watch the videos on transition.

Option 1:  
After getting familiar with NM resources and watching the videos, write a 2 to 3 pages paper highlighting the most important concepts that you learned and that will be useful for you as a future sped teacher. What did you learn that is important to consider when you write IEPs and plan for children who are 14 and older? (in NM the age to start transition planning is 14 not 16).

Option 2: After getting familiar with NM resources and watching the videos, develop or find on line an outline or a reference guild of the important components of a transition plan and what you need to know and consider to develop one.  
Also, find and take an online career inventory. Use that information to complete a Transition Plan for your self. Bring a copy of the electronic file to class on 4/19/14 and present your Transition Plan to the class.
Assignment #6  Due 4/26/15
This assignment can be completed individually, in pairs, or as a group.

1. Student behavior, truancy, and bullying, increasingly need to be addressed in IEPs and Behavior Intervention Plans (BIP). Identify 5 strategies to address each, including web address. Present the strategies in a structure of your choice, e.g., table, narrative, etc.

2. Write an IEP goal for each area. Below the goal, include sample Present Levels of Performance (PLOPs).
   1. Reading Comprehension:
   2. Math Computation
   3. Writing fluency

Assignment #7  Due 5/2/15
1. This is also part of your final exam. In class you will be given 3 IEPs and an IEP checklist. Individually or as a group, yet to be determined, you will identify the strengths and the areas that need to be corrected in each IEP.
2. As a group, you will conduct an IEP team meeting using one of the IEPs.
3. Individually you will take a final exam.
KNOWLEDGE PRINCIPLE
1. **Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. **Instruction:** The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

KNOWLEDGE PRINCIPLE
3. **Teaching:** The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and

KNOWLEDGE PRINCIPLE
4. **Learning:** The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. **Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. **Professionalism:** The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. **Diversity:** The teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. **Professionalism:** The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. **Collaboration:** The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

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Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring

III. Course Time and Place: TBA Weekly 4:30-5:00; TEC. Bldg. Room 110

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Esquibel</th>
<th>Communication Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>505-747-2242</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></td>
</tr>
<tr>
<td></td>
<td>Office Hours:</td>
</tr>
<tr>
<td></td>
<td>M: 4:30-7:00</td>
</tr>
<tr>
<td></td>
<td>W: 2:00-4:30</td>
</tr>
</tbody>
</table>


VI. Required Materials or Readings: *Various Online Course Readings, QRI-5*

VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:

Attendance is required for all class sessions.

There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. New Mexico Initial Licensure requirements.

*ALP requirements:*

Revised January 15, 2015
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**

Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above)* before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

**X. Catalog Course Description:** Teaching Reading in Special Education provides you with a conceptual framework for the development of competencies in the diagnosis and teaching of reading for the exceptional learner. This course will also provide experiences to understand and incorporate evidence-based research into the teaching of reading. You will acquire an understanding of reading assessments, including informal reading inventories, running records, Mr. analysis and standardize reading assessments. You will also address skills and adaptive instructional strategies with an integrative approach across the curriculum.

**XI. Course Objectives:**

New Mexico teacher competencies—Competencies for entry-level teachers:

**B. Curriculum and Development**

b. Describes and demonstrates various methods for individualizing instruction that ensures the child’s access to the general curriculum.
c  Designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, and inclusive groups, and instruction.
d  Collects and analyzes instructional data for effectiveness of programs.

B-8-a: Teaching of Reading:
a1  research on reading.
a2  how children learn to speak, read, write, and listen.
a3  cultural, linguistic, environmental, and physiological factors in reading and language arts development.
a4  children’s developmental processes.
a5  characteristics of proficient and non-proficient readers.
a6  relationship between oral and written language.
A7  language structure including graphophonics, semantics, syntax, and pragmatic systems.

B.8.b  ASSESSMENT
b1  Understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately.
b2  Links assessment and instruction to New Mexico language arts content standards, benchmarks, and performance standards.

B-8-c: Methods of Instruction:
c4  Vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences.
C5  Comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical, and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; study strategies, for example, planning, accessing and organizing information from a variety of sources.
c6  Writing instruction, including; different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing.

B-8-d: Instructional Design:
d2  Evaluation of text for quality, cultural, and linguistic appropriateness.
d3  Connecting identified needs of students based on data with appropriate research-based resources and materials.
d4  Creation of opportunities for students to consider, respond to and discuss spoken and written materials.
d5  The use of a variety of reading materials including children’s literature, non-fiction, technological media, stories, poems, biographies, and texts from various subjects.
Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

XII. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

NEW!
NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 20</td>
<td>Introduction Course Overview: Syllabus Review</td>
<td>B8a 1-7</td>
<td>Assignment: Class Participation</td>
<td>K 1, 4, 7, SLO4</td>
</tr>
<tr>
<td>Module 1</td>
<td></td>
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<tr>
<td>Module 2</td>
<td>Research and Reading Disability</td>
<td>B8a 1-7</td>
<td>Readings: Chapter 1, Discussion and Assignment</td>
<td>K 1, 4, 7, SLO4</td>
</tr>
<tr>
<td>Module 3</td>
<td>Multisensory Structured Language Education</td>
<td>Bb, Bc, Bd</td>
<td>Readings: Chapter 2 Assignments: Online Discussions and Assignment or Quiz</td>
<td>K1, K2, K3, K4, SLO4</td>
</tr>
<tr>
<td>Module 4</td>
<td>Development of Oral Language</td>
<td>B8a 1-7 B-8-C</td>
<td>Readings: Chapter 3 Assignment: Online Discussions, Assignment and Quiz</td>
<td>K 1, 2, 3, 4, 7</td>
</tr>
<tr>
<td>Module 5</td>
<td>Phonemic Awareness and Reading</td>
<td>B9a 7</td>
<td>Readings: Chapter 4 Assignments: Online Discussions and Assignment and Quiz</td>
<td>K 1, 2, 3, 4, 7</td>
</tr>
<tr>
<td>Module 6</td>
<td>Alphabet Knowledge</td>
<td>B9a 7</td>
<td>Readings: Chapter 5 Assignment: Class Participation and Chapter Presentations</td>
<td>K 1, 2, 3, 4, 7, SLO2</td>
</tr>
<tr>
<td>Module 7</td>
<td>History and Structure of Written Language</td>
<td>B8a 1-7 Bb, Bc, Bd</td>
<td>Readings: Chapter 6 Assignments: Online Discussions and Assignment and Quiz</td>
<td>K 1-8</td>
</tr>
<tr>
<td>Module 8</td>
<td>Assessment of Reading Difficulties</td>
<td>B.8.b b1, b2</td>
<td>Readings: Chapter 7 Assignment: Class Participation and Presentations</td>
<td>D 1, 2, 3 K 5, SLO2</td>
</tr>
<tr>
<td>Module 9</td>
<td>Teaching Reading</td>
<td>B8a 1-7</td>
<td>Read Chapter 9 Assignment: Class Participation and Presentations</td>
<td>K1-9, SLO2</td>
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<tr>
<td>Module 10</td>
<td>Teaching Spelling</td>
<td>B-8-c c6</td>
<td>Readings: Chapter 10 Assignments: Online Discussions and Assignment or Quiz</td>
<td>K1-9</td>
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<tr>
<td>Module 11</td>
<td>Bi-literacy Instruction</td>
<td>B-8-d d2, d3, d4, d5</td>
<td>Readings: Chapter 11 Assignment: Online discussions, Assignment and Quiz, Class Participation and Presentation</td>
<td>K-9 D1, 2,3</td>
</tr>
<tr>
<td>Module 12</td>
<td>Instructions for Older Students</td>
<td>B8a 1-7</td>
<td>Readings: Chapter 12 Assignments: Online Discussions and Assignment or Quiz</td>
<td>K1-9</td>
</tr>
<tr>
<td>Module 13</td>
<td>Word learning and Vocabulary</td>
<td>B-8-c c4, c5</td>
<td>Readings: Chapter 13 Assignments: Online Discussions and Assignment or Quiz Assignment: Class Participation and Presentation</td>
<td>K1-9</td>
</tr>
<tr>
<td>Module 14</td>
<td>QRI: Assessment</td>
<td>B8b1-2</td>
<td>QRI: Assessment</td>
<td>K1-9, SLO 2</td>
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<tr>
<td>Module 15</td>
<td>QRI: Assessment and Intervention Plan</td>
<td>B8b1-2, B-8-d1-5</td>
<td>QRI: Assessment and Intervention Plan</td>
<td>K1-9, D1-3, SLO2</td>
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<tr>
<td>Module 16</td>
<td>QRI-Intervention Plan</td>
<td>B8b1-2, B-8-d1-5</td>
<td>QRI-Intervention Plan</td>
<td>K1-9, D103, SLO2</td>
</tr>
</tbody>
</table>

XIII. Assignment Descriptions/ Assessment Criteria:
For each type of assignment listed in X, write a description of the expectations for that assignment. Each assignment should have criteria for assessment, e.g., a rubric, a checklist, a general writing rubric, requirements for length and content.
1. Online Discussion Board Entries: Initial and Final Discussions and responses to other students’ entries
2. Multisensory Reading Strategies Chapter Presentation and Strategies Demonstration
3. Weekly Online Class Projects Assignments or Quizzes
4. On Campus Participation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation: Discussion Entries</td>
<td>Weekly</td>
<td>15%</td>
</tr>
<tr>
<td>Online Class Project Assignments or Quizzes</td>
<td>Weekly</td>
<td>30%</td>
</tr>
<tr>
<td>Multisensory Reading Strategies Chapter Presentation/Demonstrations</td>
<td>As outlined in syllabus Section</td>
<td>15%</td>
</tr>
<tr>
<td>QRI-5 Assessment and Intervention Plan</td>
<td>Final Week of Class</td>
<td>30%</td>
</tr>
<tr>
<td>Field Experience Log</td>
<td>Weekly</td>
<td>10%</td>
</tr>
</tbody>
</table>

a. **Weekly Online Class Project Assignments or Quizzes:**
Class projects or quizzes must be submitted by the due date reflected on the online course schedule. **Class projects and/or quizzes are worth 10 weighted points each.** The class projects are **worth 30%** of your grade. An assignment rubric is included on the online course homepage.

b. **Online Discussions:** There are 26 discussion board topics. The topics promote discussions throughout the online module. The **discussion component of the course is worth 15% of your class grade.** Students must respond to the initial discussion board prompt by Wednesdays at 11:59 p.m., and the final discussion board prompt by Sundays at 11:59 p.m. In addition to responding to the prompt, students must respond to the initial discussion board posting of at least one other student and at least one final discussion board prompt of at least one other student.

c. **Multisensory Strategy Chapter Presentation and Demonstrations:** Students will present an overview of the research for the strategies provided in a specific chapter identified in *Multisensory Teaching of Basic Early Literacy Skills and* develop and present at least 3 of those strategies. Students will sign up for a particular chapter and demonstrate strategies from the chapter. This portion of your assignment is worth 15% of your grade. You will have 45 minutes for your presentation and demonstration.

d. **QRI-5 Assessment and Intervention Plan:** You are required to complete a field based project that will incorporate assessments of reading ability and the

Revised January 15, 2015
completion of an intervention plan for a student. Be prepared to assess a student in grades 1-4th by the 11 week of class. This assessment will support you in determining reading level, strengths and areas in which the student is having difficulty with literacy acquisition. Based on the assessment results, you will develop an instructional intervention plan with suggestions for multisensory literacy instruction to address areas of need build upon the strengths of the student. A rubric of content required for the plan is provided in the online environment.

e. Field Experience Log: Reflecting 10 hours of field experience. discussions and activities. You will earn 15% of your grade by attending class sessions, demonstrating that you’ve read the assigned chapter through thoughtful and relevant questioning and active involvement in class discussions.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59 and Below</td>
</tr>
</tbody>
</table>

A.) Required Professional Competency-Based Artifacts for Courses with Field Lab Experiences:

   Professional Competency-Based Collection of Artifacts* 20%
   Field Lab Experience Log Sheet 50%
   Classroom Disposition Checklist (Faculty) 5%
   Field Placement Disposition Checklist (Mentor) 5%
   Self-Assessment Disposition Checklist 5%
   Additional Artifact(s) 15%

*For courses that require 10 hours or fewer or field observations, the additional percentage will be added to Additional Artifact(s) making it worth 35%.

Required Courses for Competency Based Collection of Artifacts:

   BA – ED213, ED 311, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264;
   ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED)
   SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric

C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases

Revised January 15, 2015
XV. Late Work:
Your work is due on the date indicated on the syllabus. Instructors have the discretion in accepting late work or assigning a diminished grade. Please state your policy clearly and make sure students understand the policy the first day of class.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

XVIII. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
</tbody>
</table>
XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
EDBE 412 Formal Informal Assessment

Northern New Mexico College
College of Education
EDUCATION 412
Summer 2015

KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools

KNOWLEDGE PRINCIPLE
3. Teaching: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

KNOWLEDGE PRINCIPLE
4. Learning: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

KNOWLEDGE PRINCIPLE
5. Assessment: The teacher candidate effectively utilizes student assessment techniques and procedures.

KNOWLEDGE PRINCIPLE
6. Professionalism: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

KNOWLEDGE PRINCIPLE
7. Diversity: The teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

KNOWLEDGE PRINCIPLE
8. Professionalism: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

KNOWLEDGE PRINCIPLE
9. Collaboration: The teacher candidate works productively with colleagues, parents and community.

DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Summer 2015
   * Blackboard/Online

III. Course Time and Place:
     Blackboard requirements

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Contact Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kristy Pruitt</td>
<td>505.747.5462</td>
<td>As needed by appointment due to field observations</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kristy.pruitt@nnmc.edu">kristy.pruitt@nnmc.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: Blackboard participation and online access needed

VII. Attendance: Attendance is required for all class sessions.
     There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.
     Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

VIII. Course Description: This course will focus on formal and informal assessment measures with an emphasis on English language development as it relates to reading and writing. You will develop a foundation of assessment theories, practices, and strategies, with particular attention on how to link assessment to instructional activities. You will gain practical experience in designing, administering, and interpreting assessments, with special attention to assessment instruments used in New Mexico.

IX. New Mexico Initial Licensure requirements:

   ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education. Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes. Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above)* before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

**X. Course Objectives:**
Classroom Management: Knowledge Principle 6, Knowledge Principle 8 Characteristics of Adolescent Learners: Knowledge Principle 2, Knowledge Principle 4, Knowledge Principle 3 Strategies for working with English Language Learners: Knowledge Principle 2, Skills: Utilization of Technology Student Engagement: Knowledge Principle 2, Dispositions 1,2, and 3, Knowledge Principles 3 and 4.

**Course Outcomes:**
a. Develop an understanding of how to employ a variety of assessment methods to obtain useful information about student learning
b. Develop an understanding of assessment techniques that will assist students in reflecting on their own learning
c. Develop an understanding of the relationship between assessment and curriculum development

**XI. Class Topics, NM Teacher Competencies and Assignments:**
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below. NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).
College wide Student Learning Outcomes (SLOs):

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

TESOL competencies as listed below-

D. Knowledge of subject matter: The teacher draws on comprehensive command of subject matter, of language(s) of instruction and their relationship to each other to establish goals, design curricula and instruction and facilitate student learning.

F. Assessment - New Mexico teachers of English as a second language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.
   (1) The teacher understands the principles and theories of second language assessment.
   (2) The teacher shall be able to administer language assessments, interpret results, and incorporate them into instruction.
   (3) The teacher recognizes potential linguistic and cultural biases in assessment instruments including standardized tests.
   (4) The teacher utilizes alternative assessment measures including portfolio and authentic assessments.

G. Reflective practice - New Mexico teachers of English as a second language regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.
   (1) The teacher develops the ability to self-monitor and self-reflect on teaching strategies, value systems, and beliefs as they relate to students.
   (2) The teacher continuously assesses and adjusts his/her own language usage in the classroom in order to maximize student comprehension and verbal participation.

H. Linkages with families and communities - New Mexico teachers of English as a second language create linkages with families that enhance the education experience of their students.
(1) The teacher demonstrates the ability to guide families from passive observers to active change agents on behalf of their children's education.

(2) The teacher develops the ability to identify and utilize available community resources.

(3) The teacher demonstrates the ability to involve families within the school environment.

**Bilingual competencies as listed below**-

**F. Assessment**

(1) The teacher recognizes potential linguistic and cultural biases of assessment instruments and procedures when prescribing a program for the second language learner.

(2) The teacher assesses oral and written language proficiency in academic areas in both languages utilizing the results for instructional placement, prescription and evaluation.

(3) The teacher evaluates growth of learner’s first and second language in the context of the curriculum.

(4) The teacher continuously assesses and adjusts instructional language to maximize student comprehension and verbal participation.

**G. Professional leadership**

(1) The teacher demonstrates knowledge of the legal issues concerning the education of language-minority children in New Mexico and in the United States.

(2) The teacher demonstrates knowledge of the different theories and philosophies related to bilingual education programs.

(3) The teacher demonstrates knowledge of the history of bilingual education programs.

(4) The teacher demonstrates knowledge of the importance of advocating knowledge of bilingual education among peers, family and community.

(5) The teacher demonstrates knowledge of current trends related to the education of culturally and linguistically diverse students.

(6) The teacher demonstrates knowledge of the ability to collaborate with all other education professionals.

**Reading competencies as listed below**-

(3) Demonstrate knowledge of assessment principles and techniques

(a) Recognizes that a critical goal of assessment is to help the student become a more reflective and self-sufficient learner.

(b) Recognizes assessment as an ongoing and indispensable part of reflective teaching and learning.

(c) Recognizes and understands that assessment must take into account the complex nature of reading, writing, and language, and must be based on a range of authentic literacy tasks using a variety of texts.

(d) Is able to conduct assessments that involve multiple measures over time and in different contexts.

(e) Uses information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed-response measures, portfolio-based assessment, observations, anecdotal records, journals, and other indicators of students’ progress as basis for instruction.

(f) Recognizes and understands the importance of using meaningful assessment to improve curriculum and instruction.

(4) Communicate information about reading

(a) Communicates effectively with students, parents, teachers, and support personnel about strengths and areas that need improvement.

(b) Able to communicate to parents important information about the developmental nature of reading and expectations for achievement.

(c) Understands how to involve parents in cooperative efforts and programs to help students with reading development.
(d) Communicates information about reading programs to administrators, staff members, school board members, parents, and the community.
(e) Effectively communicates information and data about reading to the media, policymakers, and the general public.
(f) Interprets and communicates research findings related to the improvement of instruction to colleagues and the wider community.
(g) Communicates with allied professionals in assessing and planning instruction.

D. Planning and enhancing programs
(1) Curriculum and development
(a) Initiates and participates in ongoing curriculum development and assessment.
(b) Adapts programs to the needs of different learners to accomplish different purposes.
(c) Is able to coordinate and support all services associated with reading programs.
(d) Understands and uses multiple indicators of curriculum effectiveness.
(e) Is able to evaluate adoption materials and other instructional materials in order to best support and develop a balanced curriculum.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)/ Text Chapter(s)</th>
<th>Measureable Artifacts</th>
<th>NM Teacher Competency Knowledge, Skill, or Disposition # in the Conceptual Framework; SLOs</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Module 1</td>
<td>Chapter 1: Classroom Assessment: Every Student a Winner!</td>
<td>Discussion Thread:</td>
<td>SLOs:</td>
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<tr>
<td>Module 2</td>
<td>✓ Reflective Current Trend Article #1</td>
<td>1. After reviewing the Formative Assessment Powerpoint (Module #1), complete Exercise 2.1 to practice recognizing Obtrusive, Unobtrusive, and Student-Generated Assessments.</td>
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<tr>
<td><em>(Supplement with Dr. Robert Marzano)</em></td>
<td>✓ Reflective Current Trend Article #2</td>
<td>2. Discuss your answers and thoughts (via discussion thread).</td>
<td>Disposition 1,2 &amp; 3</td>
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<td></td>
<td>✓ Chapter 2: Assessment for and of learning</td>
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<td>Knowledge 5, 4, 7, 9, 1</td>
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<td>✓ Chapter 3: Assess What?</td>
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<td>Skills 1,2</td>
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<td></td>
<td>✓ Artifact: Keys to quality assessment</td>
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<td></td>
<td>• Why assess?</td>
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<td>• Assess what?</td>
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<td>Reflective Current Trends:</td>
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<td>1. Reflective Current Trend Article #1:</td>
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<td>Review the article, <em>Grades that Show What Students Know</em> by R. Marzano.</td>
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<td>2. Reflect on the article and turn in via dropbox or email (see grading rubric).</td>
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<td>3. Reflective Current Trend Article #2:</td>
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<td>Review the article, <em>Setting the Record Straight on High Yield Strategies</em> by R. Marzano.</td>
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<td>4. Reflect on the article and turn in via dropbox or email (see grading rubric).</td>
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<td>Module Assignment #1:</td>
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<td>1. Read Chapter 1</td>
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<td>2. Formative Assessment: Obtrusive, Unobtrusive, and Student-Generated.</td>
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<td>Review all PowerPoint slides (Formative Assessment – Marzano)</td>
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<td>Week 2</td>
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<td><strong>Module 3</strong></td>
<td><strong>Module 4</strong></td>
<td><strong>Module 6</strong></td>
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<tr>
<td><em>Mid-Term - Bilingual/ESL Lessons Plan with Assessment tools</em></td>
<td><em>Final Presentation Self-Reflective Practitioner - Prezi Presentation</em></td>
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<td>✓ Chapter 4: Assess How?</td>
<td>✓ Chapter 7: Performance Assessment</td>
<td>✓ Chapter 11: Portfolios</td>
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<tr>
<td>✓ Reflective Current Trend Article #3</td>
<td>✓ Chapter 8: Personal Communication as Assessment</td>
<td>✓ Reflective Current Trend Article #5</td>
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</tr>
<tr>
<td>✓ Chapter 5: Selected Response Assessment</td>
<td>✓ Chapter 10: Assessment of Learning</td>
<td>✓ Reflective Current Trend Article #1</td>
<td>Chapter 13: Practical Help with Standardized Tests</td>
</tr>
<tr>
<td>✓ Chapter 6: Extended Written Response Assessment</td>
<td>✓ Artifact: Keys to quality assessment</td>
<td>✓ Reflective Current Trend Article #4</td>
<td></td>
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<tr>
<td>✓ Artifact: Academic journal outline</td>
<td>✓ Assessment methods</td>
<td></td>
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<tr>
<td><strong>Module Assignment #2:</strong></td>
<td><strong>Module Assignment #3:</strong></td>
<td><strong>Module Assignment #4:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Read Chapters 2-3</td>
<td>Discussion Thread:</td>
<td>Discussion Thread:</td>
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<td>2. Four Point Scale: Review all PowerPoint slides over the 4-point Scale.</td>
<td>1. What Student Evidence Determines Grades?</td>
<td>1. What is the problem with including zeros in grades? (Refer to Article, <em>The Case Against the Zero</em> for a resource)</td>
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<td>2. Discuss your answers and thoughts (via discussion thread).</td>
<td>2. Discuss your answers and thoughts (via discussion thread).</td>
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<tr>
<td><strong>Reflective Current Trends:</strong></td>
<td><strong>Reflective Current Trends:</strong></td>
<td><strong>Reflective Current Trends:</strong></td>
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<tr>
<td>2. Reflect on the article and turn in via dropbox or email (see grading rubric).</td>
<td>2. Reflect on the article and turn in via dropbox or email (see grading rubric).</td>
<td>2. Reflect on the article and turn in via dropbox or email (see grading rubric).</td>
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<tr>
<td><strong>Module Assignment #3:</strong></td>
<td><strong>Module Assignment #4:</strong></td>
<td><strong>Module Assignment #5:</strong></td>
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<td><strong>Mid-Term:</strong></td>
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<td><strong>SLOs:</strong></td>
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<tr>
<td>1, 2, 3, 4</td>
<td>Disposition 1, 2 &amp; 3</td>
<td>Knowledge 5, 4, 7, 9, 1</td>
<td></td>
</tr>
<tr>
<td>Knowledge 5, 4, 7, 9, 1</td>
<td>Skills 1, 2</td>
<td>Skills 1, 2</td>
<td></td>
</tr>
<tr>
<td>NM Teacher Competency: E7, G2, E2, E1, E8, D9</td>
<td>NM Teacher Competency: E7, G2, E2, E1, E8, D9</td>
<td>NM Teacher Competency: E7, G2, E2, E1, E8, D9</td>
<td></td>
</tr>
</tbody>
</table>
XII. Assignment Descriptions/ Assessment Criteria:

<table>
<thead>
<tr>
<th>Artifacts:</th>
<th>Description:</th>
<th>Points/ Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threaded Discussion 8@ 3pts. (+1) *see Grading Rubric</td>
<td>Discussion Posting: You are expected to post a minimum of 3 times and on at least 2 different days for each module. Comments must be thoughtful and advance the discussion. *Specific instructions are located on in Blackboard. Student Online Engagement: Online coursework requires at least the same amount of involvement as a face to face class. You are expected to be prepared by completing readings, viewing online resources, responding to discussion topics, and reflecting on (personal and peer) experiences. In a traditional setting, 3 credit hours equal 45 hours of “seat time” plus outside preparation and work.</td>
<td>25</td>
</tr>
<tr>
<td>Bilingual/ESL Lessons Plan with Assessment tools</td>
<td>In EDBE/TE 406 Methods of Teaching Bilingual, candidates will select a culturally relevant chapter / book/ story (See reading list for inspiration) and develop activities to teach the text to ELLs/Bilinguals. Activities should include, at a minimum, one pre-reading activity, one during reading activity, one reading comprehension activity, and one writing activity. The lesson plan will be submitted to the course instructor by email. In ED 412 Formal and Informal Assessment, candidates will develop assessment tools for the EDBE/TE 406 Lesson. *Instructions for the assessment tools (artifact #1) are located in Blackboard.</td>
<td>25</td>
</tr>
<tr>
<td>Reflective Current Trends Article(s) 5@ 5pts *see grading rubric</td>
<td>Candidates will access and review current trends in literacy and use new knowledge to create lesson plans reflective of federal and state policies.</td>
<td>25</td>
</tr>
<tr>
<td>Self-Reflective Practitioner - Prezi Presentation</td>
<td>The student will prepare a 10-minute presentation through Prezi that synthesizes the insight, knowledge, techniques and skills that he/she acquired during the course and that particularly relate to Methods of Teaching Bilingual/ESL with an emphasis on the development of assessment tools. A Rubric for the self-reflective presentation will be available on Blackboard.</td>
<td>25</td>
</tr>
</tbody>
</table>
XIII. Internet sites or databases

XIV. Late Work:
Your work is due on the date indicated on the syllabus. Significant points may be deducted for late work (see rubric for details.

XV. Personal Responsibility:
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.