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.

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 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
8. Professionalism: The teacher candidate 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.

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: <a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a> or 747-5463</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TU: 3-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wed: 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TH: 2:30 to 4:30</td>
</tr>
</tbody>
</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.

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.

<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>Introduction to the profession and principles that guide the profession. Role of professionals:</td>
<td>G1, G4, F12</td>
<td></td>
<td>K6, K8, D3, D1, D2, D3, S2</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>References</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Reflective Practice and Personal philosophy</td>
<td>G1, G3, G4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Code of Ethics and Conduct</td>
<td>F12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundations of Early Childhood Education: History of child development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and early education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Foundations of ECE – Public Policies</td>
<td>G3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Policies affecting children, families and programs for young children,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NM early learning guidelines</td>
<td>K1, K4, D1, D4</td>
<td></td>
<td></td>
</tr>
<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>G4, F12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Models: Administration of programs to include supervision and evaluation; Diversity of career opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Self-evaluation; Leadership and advocacy</td>
<td>G1, G4, F12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Safeguards for protecting children: Federal, State and local</td>
<td>B4, C11, G2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulations</td>
<td>Safeguards for protecting children: program policies; processes and procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Valuing Diversity: Current issues and challenges in ECE</th>
<th>G1, G3</th>
<th>D1, D2, D3, S2 K7, K8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multiculturalism/anti-bias education in a diverse society; Cultural and linguistic responsiveness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Issues of confidentiality; Family involvement and community outreach</th>
<th>G1, G3, G7</th>
<th>S1, S2, D1, D2, D3, K8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Development: Resources, Professional Organizations; Technology</td>
<td></td>
<td></td>
</tr>
</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) 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 at 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.
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.

Knowledge Principle

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: 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</td>
<td>D1, D2</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Assignments: Chapter Summary, Chapter quiz</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Birth to Thirty Six Months: Physical and Cognitive Domains</td>
<td>D1, D2</td>
</tr>
<tr>
<td>Sept 9</td>
<td>Assignments: Chapter Summary, Chapter quiz</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Birth to Thirty Six Months: Social and Emotional</td>
<td>E1,E2,E5,E8,D2</td>
</tr>
</tbody>
</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.

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: 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>
</tr>
</thead>
</table>

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 filed 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 lesson 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.

**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%**

**X. 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.

**XI. 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.
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:

Instructor: Dr. Rose Chiovitti-Cavalcante
Communication Information: rcavalcante@nnmc.edu (preferred) / and 7475463
Office Hours: TU 3-5 pm
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: 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>
</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>
</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 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>
</tr>
<tr>
<td>Integrates technology into</td>
<td>S1</td>
<td>B7</td>
</tr>
</tbody>
</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td>08/20/14</td>
<td>Course Introduction Syllabus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Placement Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Placement Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/27/14</td>
<td>The teaching profession</td>
<td>Worksheet chapter 1</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/03/14</td>
<td>Today’s teachers</td>
<td>Worksheet chapter 2</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>Chapter 2</td>
<td>DUE: Educational Autobiography</td>
<td></td>
<td>C 4, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K2, 9, 12 14</td>
</tr>
<tr>
<td>09/10/14</td>
<td>Today’s schools</td>
<td>Worksheet chapter 3</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>Chapter 3</td>
<td>DUE: Library Visit Report</td>
<td></td>
<td>F 1, 3, 5</td>
</tr>
<tr>
<td>09/17/14</td>
<td>Philosophical foundations of</td>
<td>Worksheet chapter 4</td>
<td>Knowledge 8 Skill 1 Disposition 3</td>
<td>A 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Chapter 4 | Historical Foundations of Education Chapter 5 | Worksheet chapter 5 | Knowledge 8  
Skill 1  
Disposition 3 | A 1, 2, 3, 4, 5, 6, 7  
B 7  
E1a, E1d, E2a  
K2 |
|---|---|---|---|
| 09/24/14 |  | Paper Presentation: Bilingual Education  
DUE: Field Reflection #1 |  |
|  | School governance Chapter 6 | Worksheet chapter 6 | Knowledge 8  
Skill 1  
Disposition 3 | A 1, 2, 3, 4, 5, 6, 7  
B7  
E1a, E1d, E2a  
G 1,2 3, 4, 5, 7  
H1  
K2 |
| 01/01/14 |  | Paper Presentation: Indian Education in NM |  |
|  | Ethical and Legal Issues Chapter 7 | Worksheet on chapter 7 | Knowledge 2, 5, 7, 8, 9  
Skill 1  
Disposition 1, 2, 3 | A 1, 2, 3, 4, 5, 6, 7  
B7  
E1a, E1d, E2a  
K2, 9, 12, 14  
and  
G 1, 2, 3, 4, 5, 7  
K2 |
| 10/08/14 |  | Paper Presentation: Problem and project-based education  
DUE: Teacher’s Code of ethics |  |
|  | Today’s students Chapter 8 | Worksheet on chapter 8 | Knowledge 2, 5, 7  
Skill 1, 2  
Disposition 1, 2, 3 | B 7,  
E 1a, 1d  
E2a  
F 1, 3, 5  
K2 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due Activities</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/14</td>
<td>Today's Students/Individual needs (special needs) Chapter 9</td>
<td>- Worksheet chapter 9&lt;br&gt;- Paper presentation: Inclusion of students with special needs in the regular classroom.</td>
<td>Knowledge 2, 5, 7&lt;br&gt;Skill 1, 2&lt;br&gt;Disposition 1, 2, 3</td>
<td>B 7, E 1a, 1d , E2a&lt;br&gt;F 1, 3, 5</td>
<td>K2</td>
</tr>
<tr>
<td>10/29/14</td>
<td>Chapter 9</td>
<td>- DUE: Report on PED site visit&lt;br&gt;- Paper Presentation : Differentiated Instruction</td>
<td>Knowledge 2, 4, 5, 7&lt;br&gt;Dispositions 1, 2, 3&lt;br&gt;Skill 1</td>
<td>B7&lt;br&gt;E1a, E1d, E2a&lt;br&gt;H 11 and F 1, 3, 5&lt;br&gt;C 4, 7</td>
<td></td>
</tr>
<tr>
<td>11/5/14</td>
<td>The classroom as a community Chapter 10</td>
<td>Worksheets on Chapter 10&lt;br&gt;- Paper presentation: Cooperative Learning</td>
<td>Knowledge 2, 5, 7&lt;br&gt;Skill 1,2&lt;br&gt;Dispositions 1, 2, 3</td>
<td>B 7&lt;br&gt;E 1a, 1d , E2a&lt;br&gt;F 1, 3, 5</td>
<td>K2</td>
</tr>
<tr>
<td>11/19/14</td>
<td>Integrating technology into teaching Chapter 12</td>
<td>Worksheets on chapter 12&lt;br&gt;- Paper presentation: Technology in the Classrooms&lt;br&gt;- Philosophy of Education</td>
<td>Knowledge 8&lt;br&gt;Skill 1&lt;br&gt;Disposition 3</td>
<td>A 1,2, 3, 4, 5, 6, 7&lt;br&gt;B7&lt;br&gt;E 1a, 1d, 2a</td>
<td>K2</td>
</tr>
<tr>
<td></td>
<td>Curriculum, Worksheet chapter 11</td>
<td>All</td>
<td>B7, E1a, E1d,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment Description</td>
<td>Additional Instructions</td>
<td>Due</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-----------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>11/26/14</td>
<td>Standards and Learning Chapter 11</td>
<td>• Paper Standards-based education – Common Core</td>
<td>E2a</td>
<td>K2</td>
<td></td>
</tr>
<tr>
<td>12/03/14</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>
<td>All</td>
<td></td>
</tr>
<tr>
<td>12/10/14</td>
<td></td>
<td>• Extension date for overdue assignments</td>
<td>All</td>
<td>All</td>
<td></td>
</tr>
</tbody>
</table>

### 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.nmcr.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>
</thead>
<tbody>
<tr>
<td><strong>Sequence of ideas is very hard to follow</strong></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>
<td></td>
</tr>
<tr>
<td><strong>Candidate does not demonstrate sound knowledge of NM Teacher Code of Ethics and is not clear</strong></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>
<td></td>
</tr>
</tbody>
</table>
about his/her own personal values. | 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.

| Grammar & Spelling | Work has many spelling and grammatical errors. | Paper has 3 or 4 misspellings and grammatical errors. | Paper has no more than 2 misspellings and grammatical errors. | Paper has no misspellings or grammatical errors. |

| Total | | | | |

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 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.

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
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

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. 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 posses 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></td>
<td></td>
<td></td>
</tr>
<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 Module 1 – Summary</td>
<td>K 1, 2,3,4,7,8,9 S 1, 2, D 1,2,3</td>
</tr>
<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 Module 2 and 3 Summaries Case Study – Elementary</td>
<td>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>Modules 4 and 5 summary Case Study – Middle School Quiz #1</td>
<td>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 Module 6 and 7 Summaries Case Study – Elementary Quiz #2</td>
<td>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. Module 9 summary Case Study – Elementary Hot Topic Presentation –</td>
<td>K 4,7,8 D1,2,3 ; S 2</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Cluster/Module</td>
<td>Topics</td>
<td>Module/Topics</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>----------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>10/02</td>
<td>Social Cognitive Theory</td>
<td>Cluster 3/Module 10</td>
<td>A1,2,3; B1,2,3; D5,6; F1,3; E1a, E1d, E2a, E3d</td>
<td>H9,11; I1,2; K2</td>
</tr>
<tr>
<td></td>
<td>Transfer of Knowledge (Mod 13)</td>
<td></td>
<td></td>
<td>Module 10 Summary</td>
</tr>
<tr>
<td></td>
<td>Case study middle school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hot Topic Presentation – Critical Thinking and Problem Solving (Mod 14)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/09</td>
<td>Cognitive Processing Theory</td>
<td>Cluster 3/Module 11</td>
<td>A1,2,3; B1,2,3; D5,6; F1,3; E1a, E1d, E2a, E3d</td>
<td>H9,11; I1,2; K3</td>
</tr>
<tr>
<td></td>
<td>Summary Module 11</td>
<td></td>
<td></td>
<td>Hot Topic Presentation – Grouping Practices (Mod 21)</td>
</tr>
<tr>
<td></td>
<td>Hot Topic Presentation – Metacognition (Module 12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>Behaviorist X Constructivist Classrooms</td>
<td></td>
<td></td>
<td>Hot Topic Presentationsg (Behaviorism x Constructivism)</td>
</tr>
<tr>
<td></td>
<td>Motivation -Learning and Cognitive Theories</td>
<td>Cluster 5/Module 15 and 16</td>
<td>A1,2,3; B1,2,3; D5,6; F1,3; E1a, E1d, E2a, E3d</td>
<td>H9,11; I1,2; K3</td>
</tr>
<tr>
<td></td>
<td>Module 15 and 16 Summary</td>
<td></td>
<td></td>
<td>Case Study-Elementary</td>
</tr>
<tr>
<td></td>
<td>Case Study – Middle School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quizz #4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td>Intelligence/Giftedness</td>
<td>Cluster 7/Module 22 and 23</td>
<td>A1,2,3; B1,2,3; D6; F1,3; E1a, E1d, E2a, E3d</td>
<td>H9,11; I1,2; K2</td>
</tr>
<tr>
<td></td>
<td>Module 22 and 23 Summary</td>
<td></td>
<td></td>
<td>Hot Topic Presentation – Assessing Student Learning (Mod 26)</td>
</tr>
<tr>
<td></td>
<td>Hot Topic Presentation – Metacognition (Module 21)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/06</td>
<td>Cognitive Disabilities</td>
<td></td>
<td></td>
<td>Module 24</td>
</tr>
</tbody>
</table>
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:
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 involvement.

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
   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></td>
<td>Mon/Wed 3:00-4:00pm</td>
</tr>
<tr>
<td></td>
<td>Office: TEC 211</td>
<td>And by Appointment</td>
</tr>
<tr>
<td></td>
<td>Phone: 505-747-5466</td>
<td></td>
</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.

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 SKILLS</th>
<th>DISPOSITIONS</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</td>
<td>F 1,2,4,5,6,7</td>
<td>A-1,4</td>
</tr>
<tr>
<td></td>
<td>Dialogue: Our science history</td>
<td>PREPARE: Read <em>The Nature of Science</em></td>
<td></td>
<td>G 1,2,3,5,8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity: NGSS Core Progression of Ideas Puzzle</td>
<td>Read <em>The Nature of Mathematics</em></td>
<td></td>
<td>I 3</td>
<td>J Science b,c,d,e</td>
</tr>
<tr>
<td>8/25</td>
<td>Contemplative/Critical Pedagogy</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge</td>
<td>F 1,2,4,5,6,7</td>
<td>A,2,5,6</td>
</tr>
<tr>
<td></td>
<td>Mixed Methods Investigations</td>
<td>PREPARE: Watch Annenberg Video Essential Science for Teachers</td>
<td></td>
<td>G 1,2,3,5,8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity: Black Box Experiment</td>
<td>Read Assessing Science Learning</td>
<td></td>
<td>I 3</td>
<td>J Science b,c,d,e</td>
</tr>
<tr>
<td></td>
<td>Dialogue: PED Educator Code of Ethics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/1</td>
<td>NO CLASS—HOLIDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLASS Observations</td>
<td>PREPARE: Watch Annenberg Video Science in Focus: Force and Motion</td>
<td></td>
<td>D 1,2,3,4,6,7,8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dialogue: Assessing Science Learning</td>
<td>Read <em>Questioning Strategies and Leading Discussions</em></td>
<td></td>
<td>D 9,10,12, 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E 1a,1b,1c,1d</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E 3b,3c,3d,3e</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F 1,2,4,5,6,7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>G 1,2,3,5,8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I 3</td>
<td>J Science b,c,d,e</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity:</td>
<td>Dialogue:</td>
<td>Due:</td>
<td>PREPARE:</td>
<td>Knowledge</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-----------</td>
<td>------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<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>
<td>Read <em>Managing a Classroom for Science Learning</em></td>
</tr>
<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>
<td>Basic Science Process Skills</td>
</tr>
<tr>
<td>10/6</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>The 5E Learning Cycle</td>
<td>Reflection Journal Entry</td>
<td>Earth Science Concept Map</td>
<td>Science in Focus: Force and Motion</td>
</tr>
<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>
<td>Essential Science for Teachers</td>
</tr>
</tbody>
</table>

Revised August 24, 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity:</th>
<th>Dialogue:</th>
<th>DUE:</th>
<th>Knowledge</th>
<th>Dispositions</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>Experimenting as a Valuable Way of Doing Science</td>
<td>Reflection Journal Entry</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>1,2,3</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PREPARE: Watch Annenberg Video Science in Focus: Force and Motion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Read Integrating Science with Other Subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/27</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>Teachers Negotiating Different Communities</td>
<td>Reflection Journal Entry</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>1,2,3</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PREPARE: Watch Annenberg Video Science in Focus: Force and Motion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Read Integrating Science with Other Subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/3</td>
<td>Physical Science Concept Map Carousel</td>
<td>Integrating Science with Other Subjects</td>
<td>Reflection Journal Entry</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>1,2,3</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PREPARE: Finish Physical Science Concept Map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/10</td>
<td>Designing Science Fair Projects: Asking Investigable Questions</td>
<td></td>
<td>Reflection Journal Entry</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>1,2,3</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PREPARE: Physical Science Concept Map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Dialogue:</td>
<td>PREPARE:</td>
<td>DUE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/17</td>
<td>In Class Workshop: Science Fair Projects</td>
<td>From Activity to Inquiry</td>
<td>Review Journal</td>
<td>Reflection Paper Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Write Reflection Paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PREPARE:</td>
<td>Finalize Science Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Design Experiment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Procure Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/24</td>
<td>NO CLASS—HOLIDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare Science Project</td>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1,2,4,6,7,8,9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dispositions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1,2,3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1,2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/1</td>
<td>Presentation of Science Fair Posters/Projects</td>
<td>The Nature of Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DUE:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Science Fair Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/8</td>
<td>Presentation of Science Fair Posters/Projects</td>
<td>Class Observations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DUE:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Science Fair Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class Observation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Log Sheet &amp; Evaluation Report</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X. Assignment Descriptions/Assessment Criteria:

Requirements and Evaluation:

Revised August 24, 2014
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>Range</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>64-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</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.
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.

Revised August 24, 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 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

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:** 7:00 p.m.-9:45 p.m.-TEC 106

IV. **Instructor Information:**

| Instructor: Katherine M. Duran, MA | Communication Information: Katherine.duran@nnmc.edu 575-741-0195 | Office Hours: Replies to email and voice mail will be within 24hrs. Appointments welcome |


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 PROBLEMATIC, 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 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:**

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.
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](https://www.corestandards.org=rand milan on 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</td>
<td>Greeting</td>
<td>A-1.a,b,c,d,f</td>
<td>Ice breaker-Introductions</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td>8-20-14</td>
<td>Class Expectations</td>
<td>B-1.a,b,c,d,3.</td>
<td>Syllabus Review</td>
<td>Skill 1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.a,b</td>
<td>In class reading, review and in-class activities</td>
<td>Disposition 1,2,3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-1.a,b,c,d,e.</td>
<td>CA-1 to CA-22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
<td>D-1. a, b. 3. a,b,c,d</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numbers and Base ten system.</td>
<td>E- a,b,c,d,e,f,g,h.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F-1. a,b,c,d,e</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>J-1. a,b,c,d, 3. a, b,c</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>K-1. a,b,c, 3-b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I-1. a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 2 Fractions and problem solving</td>
<td>A-1.a,b,c,d,e</td>
<td>Review chapter reading – discussion</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td>8-27-14</td>
<td></td>
<td>B-1.a,b,c,d,3.</td>
<td>In-class activities</td>
<td>Skill 1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.a,b</td>
<td>CA-23 to CA-47</td>
<td>Disposition 1,2,3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-1.a,b,c,d,e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-1. a, b. 3. a,b,c,d</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E- a,b,c,d,e,f,g,h.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F-1. a,b,c,d,e</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>J-1. a,b,c,d, 3. a, b,c</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>K-1. a,b,c, 3-b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I-1. a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 3 Addition and Subtraction</td>
<td>A-1.a,b,c,d,e</td>
<td>Review readings – discussion</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td>9-3-14</td>
<td>Chapter 4 Multiplication</td>
<td>B-1.a,b,c,d,3.</td>
<td>In-class activities</td>
<td>Skill 1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.a,b</td>
<td>CA-49 to CA-69</td>
<td>Disposition 1,2,3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-1.a,b,c,d,e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-1. a, b. 3. a,b,c,d</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E- a,b,c,d,e,f,g,h.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F-1. a,b,c,d,e</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>J-1. a,b,c,d, 3. a, b,c</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>K-1. a,b,c, 3-b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I-1. a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 5 Multiplication of Fractions, Decimals, and Negative Numbers</td>
<td>A-1.a,b,c,d,e</td>
<td>Review Readings-Discussion</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td>9-10-14</td>
<td>Chapter 6 Division</td>
<td>B-1.a,b,c,d,3.</td>
<td>In-class activities</td>
<td>Skill 1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.a,b</td>
<td>CA-95 to CA-107</td>
<td>Disposition 1,2,3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-1.a,b,c,d,e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-1. a, b. 3. a,b,c,d</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E- a,b,c,d,e,f,g,h.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F-1. a,b,c,d,e</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>J-1. a,b,c,d, 3. a, b,c</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>K-1. a,b,c, 3-b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I-1. a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Chapter</td>
<td>Title</td>
<td>Sections</td>
<td>Review</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>Ratio and Proportional Relationships</td>
<td>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,</td>
<td>Review, Discussion, In-class activities</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Number Theory</td>
<td>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,</td>
<td>Review, Discussion, In-class activities</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>Algebra</td>
<td>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,</td>
<td>Review, Discussion, In-class activities</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>Algebra</td>
<td>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,</td>
<td>Complete, In-class activities</td>
</tr>
</tbody>
</table>
| Week 9 | Chapter 10 Geometry | 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-229 to CA-260 | Knowledge 1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
|---|---|---|---|---|
| Week 10 | Chapter 11 Measurement | 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-261 to CA-271 | Knowledge 1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
| Week 11 | Chapter 12 Areas of shapes | 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-272 to CA-296 | Knowledge 1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
| Week 12 | Chapter 12 Solid Shapes and their Volume and Surface Areas | 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-297 to CA-312 | Knowledge 1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Assignments</th>
<th>Review readings-discussion</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Disposition</th>
</tr>
</thead>
</table>
| 13      | Chapter 14    | A-1.a,b,c,d,e  
B-1.a,b,c,d,3. 1.a,  
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-313 to CA-336 | Knowledge 1,2,3,4,5,6,7,8,9  
Skill 1,2,3 | Disposition 1,2,3 |
| 14      | Chapter 15    | 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 | Review readings-discussion  
In-class activities  
CA-337 to CA-369 | Knowledge 1,2,3,4,5,6,7,8,9  
Skill 1,2,3 | Disposition 1,2,3 |
| 15      | Chapter 16    | 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 | Review readings-discussion  
In-class activities  
CA-370 to CA-384 | Knowledge 1,2,3,4,5,6,7,8,9  
Skill 1,2,3 | Disposition 1,2,3 |
| 16      | Final Exam    | Final Exam   | 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

Assignments | Grade | Revised August 15, 2014
1. Class participation and attendance 20%
2. In-class activities 20%
3. Discussions 10%
3. 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>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>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</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 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.
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: 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:

| Instructor: Rose Chiovitti-Cavalcante | Communication Information: rcavalcante@nnmc.edu or 505-747-5463 | Office Hours: TU: 3 to 5 pm W: 3:00-4:00 pm TH: 2:30 to 4:30 PM |

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: 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 G2,5,6 I 8, 10, 11</td>
<td>F2; F7 K9 ;K11, K12</td>
<td>Hot Topic Paper and Power Point</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</td>
<td>Comprehensive Classroom Management Plan</td>
</tr>
<tr>
<td></td>
<td>Field –Lab Experience</td>
<td>A1, A2, A3 C1</td>
<td>Field Reflections</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
     o Setting up the environment
     o Seating arrangement
     o Furniture arrangement
     o 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:
     o Going to the bathroom
     o Entering the classroom
     o Late arrival procedure
     o Hallway procedure
     o Morning entry
     o Dismissal
     o Cafeteria
     o Lavatory
     o Sharpening Pencils
     o Locker/Cubby access and use
     o Turning in work
     o Working in groups
     o Getting Materials
     o Asking a question
     o Getting teacher’s attention
     o Finishing work early
     o 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

Revised July 3, 2014
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 having 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 be summaries of your observations as well as 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></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling and Grammar</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,</td>
<td>Some choices/items (classroom rules, seating</td>
<td>Choices/items (classroom rules, seating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc.)</td>
<td>rules, seating</td>
<td>rules, seating</td>
<td></td>
</tr>
</tbody>
</table>

Revised July 3, 2014
<table>
<thead>
<tr>
<th>Organization</th>
<th>Knowledge Base</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plan is confusing and disorganized</td>
<td>Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) does not reflect a good knowledge base in the area.</td>
<td></td>
</tr>
<tr>
<td>The Plan is somewhat confusing and disorganized</td>
<td>Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) reflect a reasonable knowledge base in the area.</td>
<td></td>
</tr>
<tr>
<td>The plan is clear and organized</td>
<td>Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) reflect a very good knowledge base in the area.</td>
<td></td>
</tr>
</tbody>
</table>

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 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.

Revised July 3, 2014
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.

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
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 3:30-4:30 Wednesday 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</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.

<p>| Assignments | Due | Percentage |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation/Discussion Entries</td>
<td>Weekly</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Class Projects</td>
<td>Weekly</td>
<td>12 x 20 (weighted Pts each) 60%</td>
</tr>
<tr>
<td>Course Reflection</td>
<td>Final</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Week</td>
<td></td>
</tr>
</tbody>
</table>

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.
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: 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:

| Instructor: Rose Chiovitti-Cavalcante | Communication Information: rcavalcante@nnmc.edu 747-5463 | Office Hours: TU: 3-5 pm We 3-4 TH: 2:30 to 4:30 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

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/. 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 hand-outs) 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 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 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>Semi-Total =</td>
<td></td>
<td></td>
<td></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>

Revised July 3, 2014
consistent with the
target intelligence.
consistent with the target
intelligence.
students and consistent
with the target
intelligence.

<table>
<thead>
<tr>
<th></th>
<th>SEMI TOTAL =</th>
<th>TOTAL =</th>
</tr>
</thead>
</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>
<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 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 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 online 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).
Northern New Mexico College
College of Education
EDUCATION ED460
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

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

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Christina Esquibel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Information:</td>
<td><a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>TBA</td>
</tr>
</tbody>
</table>

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.

Revised August 15, 2014
<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 9:00-10:30</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>D1-3</td>
</tr>
<tr>
<td>Module 3: Strategic Reading on Campus and online</td>
<td>Introduction</td>
<td>B2</td>
<td>J1-14</td>
<td>D1-3</td>
</tr>
<tr>
<td>Module 4: Text Features Sept. 6</td>
<td>Chapter 1</td>
<td>B2, 4, 5, 8, 9, 12, 13, 14</td>
<td>J2-5</td>
<td>D1-3 S1-2</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>D1-3 S1-2</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>D1-3 S1-2</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>D1-3 S1-2</td>
</tr>
<tr>
<td>Module 8/9: Graphic</td>
<td>Chapter 2</td>
<td>B4,5, 8, 9</td>
<td>J2-14</td>
<td>D1-3</td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Module 10/11: More Reading Strategies Sept. 27</td>
<td>B4,5, 8, 9, 12, 13, 14</td>
<td>Readings, Reading Strategies List with Description and Suggestions for Integrating Into your Content Area, Discussions, Lesson Plan Due Sept. 28</td>
<td>K1-5 D1-3 S1-2</td>
<td></td>
</tr>
<tr>
<td>Module 12: Information Literacy Oct. 5</td>
<td>B4,5</td>
<td>Readings, Discussion Due: Oct. 5</td>
<td>K1-5 D1-3 S1-2</td>
<td></td>
</tr>
<tr>
<td>Module 13: Information Literacy_Lesson Planning Oct. 11</td>
<td>B4,5, 7</td>
<td>Lesson Plan Due: Oct. 11</td>
<td>K1-5 D1-3 S1-2</td>
<td></td>
</tr>
<tr>
<td>Module 14: Putting It all Together Oct. 11</td>
<td>B4,5</td>
<td>Lesson Presentation/Reflection Posting Due Oct. 11 and Oct. 12</td>
<td>K1-5 D1-3 S1-2</td>
<td></td>
</tr>
<tr>
<td>Module 15: Field Based Experiences Between Aug. 23 and Oct. 11</td>
<td>B2, 4, 5, 6, 7, 8, 9, 12, 13, 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

Revised August 15, 2014
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 dispositions 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.
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 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 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.
Reading and Writing across the Curriculum Sec.

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.

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: 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.

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

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.

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.

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:** 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*</td>
</tr>
</tbody>
</table>

*please contact prior to visiting due to field observations

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>Due by Observation #1: School Orientation Checklist Student Teaching Schedule Weekly Reflection Log Sheet check Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>August 28</td>
<td>Review artifacts</td>
<td>BA – B7; G1-8; K</td>
<td></td>
</tr>
<tr>
<td><em>Placement begins 8/25</em></td>
<td>Course Resources</td>
<td>SPED – A4 (a-d); D5,7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Icebreakers Workshop</td>
<td>ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ALP Elem – B7; E;</td>
<td></td>
</tr>
</tbody>
</table>

Revised August 15, 2014
<table>
<thead>
<tr>
<th>Date</th>
<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)</th>
<th>*Bring a copy of Philosophy and Classroom Management Plan to Seminar meeting #2 on August 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 18</td>
<td>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</td>
<td><strong>Due by meeting #3:</strong> Goal Setting #4 &amp; #5 Student Study Assignment Classroom Management Plan</td>
</tr>
<tr>
<td><strong>September 18</strong></td>
<td>* Artifacts due: Philosophy of Education Goal Setting #1 &amp; #2 Case Study CMP (interview)</td>
<td><strong>Due by meeting #3:</strong> Goal Setting #4 &amp; #5 Student Study Assignment Classroom Management Plan</td>
<td><strong>Due by meeting #3:</strong> 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>
<td><strong>Midterm Exam – Lesson Plan</strong></td>
<td><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>
</tr>
<tr>
<td>November 13</td>
<td>Rigor and Relevance Framework (Dr.</td>
<td><strong>Due by Observation #2:</strong> Log Sheet check</td>
<td><strong>Due by Observation #2:</strong> Log Sheet check</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
<table>
<thead>
<tr>
<th>Goal setting #6</th>
<th>Due by meeting #5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study CMP</td>
<td>Goal setting #7:</td>
</tr>
<tr>
<td>Bill Daggett) School Climate</td>
<td>Classroom Management Plan</td>
</tr>
<tr>
<td></td>
<td>Final Exam - Class Presentation—Case Study Assignment</td>
</tr>
<tr>
<td></td>
<td>Final Reflection</td>
</tr>
<tr>
<td></td>
<td>Visitation Record</td>
</tr>
<tr>
<td></td>
<td>Conceptual Framework Competencies</td>
</tr>
</tbody>
</table>

**Time Logs Due**

Observation #2—To Be Scheduled

| December 4 |
| December 4 |

**Artifacts due:**

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

**Time Logs Due**

| Final Exam - Student Case Study Presentation |
| Final Exam - Student Case Study Presentation |

| BA – B7; G1-8; K |
| BA – B7; G1-8; K |
| SPED – A4 (a-d); D5,7 |
| SPED – A4 (a-d); D5,7 |
| ALP Sec – C4,11; F2-4, 6-10; H10; I11, 4-5; J15: K4-6, 8 |
| ALP Sec – C4,11; F2-4, 6-10; H10; I11, 4-5; J15: K4-6, 8 |
| ALP Elem – B7; E; F2-4, 6,10; H10; I3; K4,6,8 |
| ALP Elem – B7; E; F2-4, 6,10; H10; I3; K4,6,8 |
| NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2 |
| NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2 |

**XII. 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>
</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 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

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

**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

**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

**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

**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

**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

**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.
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> 505 695-0447</td>
<td>By appointment</td>
</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:

Revised July 3, 2014
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.

Revised July 3, 2014
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>
</tr>
</thead>
</table>

Revised July 3, 2014
| Week 1 8/19/14 | • Introduction to course, Blackboard, expectations, and each other  
• Pre-assessment  
• Accessing prior knowledge  
• Looking at acceptable work and those not aligned to requirements | E D-4,5 | S D-4,5 | • Response to Chpt 1 CASL (Classroom Assessment for Student Learning)  
• Discussion Board | Knowledge  
1,5  
Skill 2  
Disposion 3 |
| --- | --- | --- | --- | --- |
| Week 2 8/26/14 | • Standardized, NRTs and CRTs, other statistical terms  
• Common assessments and teacher-made tests | E D-2,3,6 | S D-2,3,6 | • Venn Diagram  
• Response to McTighe and Wiggins article: From Common Core Standards to Curriculum: Five Big Ideas  
• Discussion Board |
| Week 3 9/2/14 | • Assessments at different levels: national, state, district, school, classroom  
• Validity, Reliability, and Bias  
• Standards-based education and assessment | E D-2,3,10 F-1,7 | S D-2,3,11 F-1,7 | • Response to Chpt 2 CASL  
• Discussion Board  
• Summary post about validity and reliability |
| Week 4 9/16/14 | • Types of assessments: Formative/Summative, Formal/Informal, Traditional/Alternative  
• Learning goals/targets  
• Connecting learning goals to CCSS (Common Core State Standards) | E D-1,2,3,4,5,7 F-7 K-2,7 | S D-1,2,3,4,5,8 F-7 K-2,7 | • Quiz  
• Response to Chpt 3 CASL  
• Response to Chpt 1 SSAL (Seven Strategies of Assessment for Learning)  
• Discussion Board  
• Summary of importance of clear learning goals |
<p>| Week 5 9/23/14 | • Traditional Assessments: selected response/constructed response items | 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 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Chapters/References</th>
<th>Disciplines</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>9/30/14</td>
<td>Importance of pre-assessments, Performance/alternative assessments</td>
<td>F-1,7, F-1,7</td>
<td></td>
<td>1,3,5,7,9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post summary of comparison, Post on pre-assessments, Response to Chpt 4</td>
<td></td>
<td></td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,2,3,5,11</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/7/14</td>
<td>Alternative assessments: projects, portfolios, performance, presentations</td>
<td>E B-8,9,10 D-1,2,3,5,11 F-1,5</td>
<td></td>
<td>1,3,5,7,9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rubrics: different types and examples</td>
<td>S B-8,9,10 D-1,2,3,5,12 F-1,5</td>
<td></td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,2,3,5,12</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/14/14</td>
<td>Create a general analytical rubric, Formative Assessment</td>
<td>E B-8,9,10 D-1,3,5,7,8,11 F-1,5</td>
<td></td>
<td>1,3,5,7,9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S B-8,9,10 D-1,3,5,8,9,12 F-1,5</td>
<td></td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Product of group work - rubric</td>
<td></td>
<td></td>
<td>1,2,3</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/21/14</td>
<td>The power of formative assessments, Feedback</td>
<td>E B-8,9,10 D-1,3,5,7,8,12 K-1,2</td>
<td></td>
<td>1,3,5,7,9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S B-8,9,10 D-1,3,5,8,9,13 K-1,2</td>
<td></td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Response to Brookhart article: Feedback that Fits</td>
<td></td>
<td></td>
<td>1,2,3</td>
</tr>
<tr>
<td>Week 10</td>
<td>10/28/14</td>
<td>Formative Assessment, Student Self-Assessment</td>
<td>E K-7,8</td>
<td></td>
<td>1,3,5,7,9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S K-7,8</td>
<td></td>
<td>1,2</td>
</tr>
</tbody>
</table>

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  
  - **S** D-11, 15  
  - **G-5**  
- **Response to Chpt 10 CASL**  
- **Discussion Board**  
- **Response to article: 8 Steps to Meaningful Grading**  
- **Grading Philosophy**  
- **Knowledge** 1,2,3,4,5,6,7,8,9  
- **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**  
- **Knowledge** 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**  
- **Knowledge**  
- **Skill**  
- **Dispositions** 1,2,3

### 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.
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 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

Revised July 3, 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
5. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

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: 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 Knowledge 1,2,4,7,8 Skill 1,2 Disposition 1,2,3</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Tarea</th>
<th>Pregunta a discutir</th>
<th>Tareas de lectura</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-13-14</td>
<td>Reconocimiento de palabras; Concepción sociopsicolingüística</td>
<td><em>Escribir una reacción en su diario de reflexión #1 (para 9-13)</em></td>
<td></td>
<td>Knowledge</td>
<td>2-4</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td>1-a, g</td>
<td>3-4, 6</td>
<td></td>
<td>2-4, 6-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-27-14</td>
<td>Historia de Lectoescritura en español y en inglés</td>
<td>*Leer Capítulo 2, 30-50, Capítulo 3, 51-85</td>
<td></td>
<td>Knowledge</td>
<td>1-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a, d-f</td>
<td>2, 3-3-6</td>
<td></td>
<td>1-5</td>
<td>Skill 1,2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a,b,d</td>
<td>3-1-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a,c,g</td>
<td>2, 3-7</td>
<td></td>
<td>Knowledge</td>
<td>1-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a,c-f</td>
<td>2, 3-7</td>
<td></td>
<td>1-5</td>
<td>Skill 1,2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a,b,d</td>
<td>2, 3-1-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a,c,g</td>
<td>2, 3-1-8</td>
<td></td>
<td>Knowledge</td>
<td>1-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a,b,c,g</td>
<td>2, 3-1-10</td>
<td></td>
<td>1-5</td>
<td>Skill 1,2</td>
<td></td>
</tr>
<tr>
<td>10-25-14</td>
<td>La enseñanza de la lectura</td>
<td>*Escribir una reacción en su diario de reflexión #3</td>
<td></td>
<td>Knowledge</td>
<td>1-9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a, c-f</td>
<td>2, 3-1-10</td>
<td></td>
<td>1-9</td>
<td>Skill 1,2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a,b,d</td>
<td>2, 3-1-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a,c,g</td>
<td>2, 3-1-8</td>
<td></td>
<td>Knowledge</td>
<td>1-9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a,b,c,g</td>
<td>2, 3-1-10</td>
<td></td>
<td>1-9</td>
<td>Skill 1,2</td>
<td></td>
</tr>
</tbody>
</table>

*Observación #1 de una clase bilingüe, kinder al 12 grado. Escribir un reporte de dos páginas de lo observado.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Due Date</th>
<th>Skill</th>
<th>Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-8-14</td>
<td>Enseñanza efectiva de la escritura; Niveles del desarrollo de escritura</td>
<td>3-1-10</td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>1-a, c-f</td>
<td>2, 3-1-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a, b, d</td>
<td>2, 3-2-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-26-14</td>
<td>La enseñanza temática en dos idiomas</td>
<td>2, 3-1-10</td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>1-a, c-f</td>
<td>2, 3-1-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-a, c, g</td>
<td>2, 3-1-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Escribir una reacción en su diario de reflexión #4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Observación #2 de una clase bilingüe, kinder al 12 grado.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Escribir un reporte de dos páginas de lo observado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*PP presentación de materiales didácticos para mejorar la lectura y la escritura, 3 páginas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Leer Capítulo 7, 157-185, Capítulo 8, 186-215</td>
<td>2, 3-1-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Pregunta a discutir:</td>
<td>2, 3-1-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explique el desarrollo normal de la escritura; presentación oral #5</td>
<td>2, 3-1-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Escribir una reacción en su diario de reflexión #5</td>
<td>2, 3-1-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Observación #3 de una clase bilingüe, kinder al 12 grado.</td>
<td>2, 3-1-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Escribir un reporte de dos páginas de lo observado</td>
<td>2, 3-1-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Leer Capítulo 9, 216-242</td>
<td>2, 3-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Escribir sobre:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-El desarrollo de una unidad temática para niveles de un grado;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>una reacción en su diario de reflexión #6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*PP presentación del proyecto de</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project AVANCE**

**EDBE 305 Spanish Literacy for Bilingual Education**

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

A.) Required Assignments/Descriptions

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentations, 5@4 pts.</td>
<td>20%</td>
</tr>
<tr>
<td>Journal Entries, 6@4 pts.</td>
<td>24%</td>
</tr>
<tr>
<td>Bilingual Classroom Observations 3@5 pts</td>
<td>15%</td>
</tr>
<tr>
<td>Power Point Bilingual Materials Project</td>
<td>11%</td>
</tr>
<tr>
<td>Power Point Project of Investigation</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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)

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%

Revised August 15, 2014
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.

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
Fall 2014 EDBE 306 Spanish for the Bilingual Classroom
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):**

| Instructor: Regina Robbins, MA | Communication Information: Regina.Robbins@nnmc.edu | Office: TEC 211 | Phone: 505-747-5466 | Office Hours: Mon/Wed 3:00-4:00pm And by appointment |

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.csub.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/enseñanza/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 360 and 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 México 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.

<table>
<thead>
<tr>
<th>Daily Attendance &amp; Participation</th>
<th>20 %</th>
<th>DAILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Oral Exam</td>
<td>15 %</td>
<td>DUE: 10/8/2014</td>
</tr>
<tr>
<td>Bilingual Writing Assignments (2)</td>
<td>10 %</td>
<td>DUE: 10/29 &amp; 11/5 2014</td>
</tr>
<tr>
<td>Final Oral Exam</td>
<td>15 %</td>
<td>DUE: 11/12/2014</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>10 %</td>
<td>DUE: 12/3/2014</td>
</tr>
<tr>
<td>Evaluation of classroom observation</td>
<td>10 %</td>
<td>DUE: 12/3/2014</td>
</tr>
<tr>
<td>#</td>
<td>DATE</td>
<td>NM Teacher Competency</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| #1 | 8/20 | 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 | Course and Student Introductions  
http://vimeo.com/72908047
Alphabet/vocabulary  
https://www.youtube.com/watch?v=56OXP92SUBQ
- Ver: El idioma español en Estados Unidos:  
  http://es.wikipedia.org/wiki/Idioma_espa%C3%B1ol_en_Estados_Unidos
- Qué difícil es hablar el español |
| #2 | 8/27 | A 1, a,b,c,d,e,f,g B 1,2,3,4,5 C 1,2,3,4 D 3,4,5 G 1,2,3,4,5 | Lección: Los tiempos sencillos de las tres conjugaciones  
Leyenda: “El Sol Y La Luna”  
Diálogo: ¿Cómo se aplica a la educación bilingüe?  
Ver:  
http://www.ted.com/talks/patricia_ryan_ideas_in_all_languages_not_just_english?language=en#  
Escuchar:  
http://www.npr.org/2011/04/04/135043787/being-bilingual-may-boost-your-brain-power  
Escritura: “Para escribir” (Actividad 1.2)  
Crear entrevistas |
| #3 | 9/3  | A 1, a,b,c,d,e,f,g B 1,2,3,4,5 C 1,2,3,4,5 D 9 | Lección: Diptongos  
Leyenda: “Los novios”  
Diálogo: ¿Cómo se aplica a la educación bilingüe?  
Escritura: “Para escribir” (Actividad 7.2)  
Recursos de internet:  
- AulaDiez- español online:  
  http://www.auladiez.com/gratis.html  
- Aula Intercultural: http://www.aulaintercultural.org/ |
<table>
<thead>
<tr>
<th>#</th>
<th>Fecha</th>
<th>A 1</th>
<th>B 1,2,3,4,5</th>
<th>C 1,2,3,4</th>
<th>D 6,</th>
<th>E 1,2,3,4</th>
<th>F 1,2,3,4</th>
</tr>
</thead>
<tbody>
<tr>
<td>#4</td>
<td>9/10</td>
<td>a,b,c,d,e,f,g</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 1,2,3,4,5</td>
<td>C 1,2,3,4</td>
<td>D 6,</td>
<td>F 1,2,3,4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lección: el Subjuntivo y los mandatos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>La evaluación</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Videos de la clase bilingüe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dialogo: ¿Cómo se aplica a la educación bilingüe?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Escritura: “Para escribir” (Actividad 11.2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLASS: Classroom Assessment Scoring System®</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td>9/17</td>
<td>a,b,c,d,e,f,g</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 1,2,3,4,5</td>
<td>C 1,2,3,4</td>
<td>E 1,2,3,5,7,8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lección: proverbios, dichos y refranes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Mexican dialect / Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ <em>Así Es Nuevo México</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ <em>Real Women Have Curves</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dialogo: Actividad 16.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Escritura: “Para escribir” (Actividad 16.2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#6</td>
<td>9/24</td>
<td>a,b,c,d,e,f,g</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 1,2,3,4,5</td>
<td>B 6,7,8</td>
<td>C 1,2,3,4</td>
<td>D 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lección: La / y la y / El sonido de la jota</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read “La Virgen de Guadalupe”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher’s Guide to religion in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dialogo y escritura: ¿Qué haría para evitar un conflicto religioso en su clase?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Día de los muertos proyectos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#7</td>
<td>10/1</td>
<td>a,b,c,d,e,f,g</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 1,2,3,4,5</td>
<td>C 1,2,3,4</td>
<td>D 1,2,3,4,5,</td>
<td>D 6,7,8,9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lección: la letra h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching culture in the Bilingual Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mini lesson prep.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dialogo y escritura, “Para escribir” (Actividad 2.2).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#8</td>
<td>10/8</td>
<td>a,b,c,d,e,f,g</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 9</td>
<td>C 5</td>
<td>D 1,2,3,4,5,</td>
<td>D 6,7,8,9</td>
<td>E 1,2,3,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examen Oral Midterm: Presentaciones Culturales</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Midterm Exam: Cultural Presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>FECHA</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>Lección:</td>
<td>Actividades:</td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
<td>----</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td>9</td>
<td>10/15</td>
<td>A</td>
<td>b,c,d,e,f,g</td>
<td>B 1,2,3,4,5</td>
<td>C 1,2,3,4</td>
<td>Preterito vs. Imperfecto</td>
<td>Leer la investigación “Las actitudes hacia educación bilingüe y aprendizaje del español: Un estudio de estudiantes de inmersión y estudiantes tradicionales (2008): <a href="https://scholarworks.iupui.edu/bitstream/handle/1805/1604/thesis.pdf?sequence=1">https://scholarworks.iupui.edu/bitstream/handle/1805/1604/thesis.pdf?sequence=1</a></td>
</tr>
<tr>
<td>10</td>
<td>10/22</td>
<td>A</td>
<td>b,c,d,e,f,g</td>
<td>B 1,2,3,4,5</td>
<td>C 1,2,3,4</td>
<td>singular vs. plural</td>
<td>Leyendas: ¿Quién es sabio? Dialogo: ¿Cómo se aplica a las entrevistas? Preparación para el examen oral: Escritura: la entrevista (¿Qué debemos preguntarles?)</td>
</tr>
<tr>
<td>11</td>
<td>10/29</td>
<td>A</td>
<td>b,c,d,e,f,g</td>
<td>B 1,2,3,4,5</td>
<td>C 1,2,3,4</td>
<td>acentos</td>
<td>Leyenda: “Atzimba la princesa” Discussion: How do you deal with these issues in your classroom? Escritura: “Para escribir” (Actividad 9.2)</td>
</tr>
<tr>
<td>12</td>
<td>11/5</td>
<td>A</td>
<td>b,c,d,e,f,g</td>
<td>B 1,2,3,4,5</td>
<td>C 1,2,3,4</td>
<td>los diminutivos</td>
<td>Entregar trabajo escrito #1/Written Assignment #1 Due</td>
</tr>
<tr>
<td>13</td>
<td>11/12</td>
<td>A</td>
<td>b,c,d,e,f,g</td>
<td>A 2</td>
<td></td>
<td></td>
<td>Examen Oral Final: Presentaciones de entrevistas</td>
</tr>
<tr>
<td>#14</td>
<td>11/19</td>
<td>A 1</td>
<td>CLASS WILL NOT MEET ON CAMPUS ON THIS DATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>-----</td>
<td>-------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 1,2,3,4,5,</td>
<td>CLASSROOM OBSERVATIONS/ASSESSMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 1,2,3,4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E 7,8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 1,2,3,4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#15</th>
<th>12/3</th>
<th>A 1</th>
<th>Repaso de La Cosecha</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a,b,c,d,e,f,g</td>
<td>Dialogo: ¿Qué aprendimos?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 1,2,3,4,5,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 1,2,3,4</td>
<td>Entregar:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E 7,8</td>
<td>Classroom Observation Field Log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 1,2,3,4 &amp; Evaluation Report Due</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 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>
</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>Topic</td>
<td>Chapters/Sections</td>
<td>Assignment</td>
<td>Marks</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>9-10-14</td>
<td>Ch. 3: Teaching</td>
<td>7(a), 7(c), 7(d), 7(g)</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>
<td>K(1,2,4,7) S(2) D (2)</td>
</tr>
<tr>
<td>9-17-14</td>
<td>Ch. 4: Language</td>
<td>3(d), 3(e), 5(a), 7(d)</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>
</tr>
<tr>
<td>9-24-14</td>
<td>Intro to Writing and ELLs</td>
<td>2(a), 4(b), 4(c), 5(a),</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>
</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>K(1,2,4,5,7) S(2) D (2)</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>K(1,2,4,5,7) S(2) D (2)</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>K(1,2,4,5,7) S(2) D (2)</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
<td>Assessments</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>10-22-14</td>
<td>Assessing Writing</td>
<td>5(a), (b), (c), 7(a), (b) (g), (h), (i), 7(a), (b) (g), (h), (i).</td>
<td>B(1-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E(1-3), F(4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write a lesson plan for both due next week.</td>
<td>K(1,2 4,5,7)</td>
<td>S(2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D (2)</td>
<td></td>
</tr>
<tr>
<td>10-29-14</td>
<td>Research on Literacy Resources for teaching ELLs</td>
<td>B(1), D(4), E(f-g),</td>
<td>B(1-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E(1-3), D,</td>
<td>F(4)</td>
</tr>
<tr>
<td></td>
<td></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</td>
<td></td>
<td>K(1,2 4,5,7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D (2)</td>
<td></td>
</tr>
<tr>
<td>11-5-14</td>
<td>Academic Language Development</td>
<td>3(d), 3(e), 5(a), 7(d)</td>
<td>B(1-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E(1-3), D,</td>
<td>F(4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch powerpoint and teacher channel videos on Academic language</td>
<td></td>
<td>K(1,2 4,5,7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D (2)</td>
<td></td>
</tr>
<tr>
<td>11-12-14</td>
<td>Visit schools</td>
<td>2(a -d)</td>
<td>G(1-2),</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I(2), (5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take notes on school visit with detailed description of literacy lessons and materials</td>
<td></td>
<td>K(1,2 4,5,6,7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D (2)</td>
<td></td>
</tr>
<tr>
<td>11-19-14</td>
<td>Visit schools</td>
<td>2(a -d)</td>
<td>G(1-2),</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I(2), (5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take notes on school visit with detailed description of literacy lessons and materials</td>
<td></td>
<td>K(1,2 4,5,6,7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D (2)</td>
<td></td>
</tr>
<tr>
<td>11-26-14</td>
<td>No Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Happy Thanksgiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-3-14</td>
<td>Finals</td>
<td>5(a-d), D(3,4,7,8)</td>
<td>F, F(4), G, G(1-2)</td>
<td>Lesson Plan presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K(1,2 4,5,6,7, 9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D (2)</td>
<td></td>
</tr>
<tr>
<td>12-10-14</td>
<td>Finals</td>
<td>5(a-d), D(3,4,7,8)</td>
<td>F, F(4), G, G(1-2)</td>
<td>Final presentations/celebration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K(1,2 4,5,6,7, 9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D (2)</td>
<td></td>
</tr>
</tbody>
</table>

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

A.) Field Lab Experiences:
Required Professional Competency-Based Artifact
EDTE 408: Approaches to Teaching English Literacy Skills

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) 40 pts.
   Assessed by comparison to exemplars

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.

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
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.

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

AVANCE Project
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.”

Revised 8/16/14
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</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</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</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</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</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>
</tbody>
</table>

Revised 8/16/14
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/29</td>
<td>Sentences: Grammar, Syntax Read Ch. 8- Yule Read Ch. 9- Yule</td>
<td>5d, 5a, 5c</td>
<td>Reflective Academic Journal # 5</td>
<td>Knowledge</td>
<td>Principle – 4, 1</td>
</tr>
<tr>
<td></td>
<td>Semantics, Pragmatics, Discourse analysis Read Ch. 10- Yule Read Ch. 11- Yule Read Ch. 12- Yule</td>
<td>B1, B2, B3, 3a, 3d</td>
<td>Mid Term Exam</td>
<td>Knowledge</td>
<td>Principle – 1, 4</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</td>
<td>Reflective Academic Journal # 6</td>
<td>Knowledge</td>
<td>Principle – 1, 2, 3</td>
</tr>
<tr>
<td>10/13/2014</td>
<td>Differing approaches in language teaching First language acquisition Second language acquisition/learning Read Ch. 14 - Yule Read Ch. 15- Yule</td>
<td>A1, A2, B2, B5, 3c, 5c, 5d</td>
<td>Reflection Academic Journal # 7</td>
<td>Knowledge</td>
<td>Principle – 1, 2, 3</td>
</tr>
<tr>
<td>10/20/2014</td>
<td>The development of writing Gestures and signs Read Ch. 3- Yule Read Ch. 16- Yule</td>
<td>A2, B2, B4, 3b, 4a, 4b, 5c, 5d</td>
<td>Reflective Academic Journal # 7</td>
<td>Knowledge</td>
<td>Principle – 1, 2, 3</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</td>
<td>Knowledge</td>
<td>Principle – 1, 2, 3</td>
</tr>
<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</td>
<td>Reflective Academic Journal # 9</td>
<td>Knowledge</td>
<td>Principle – 7, 6, 1, 4</td>
</tr>
</tbody>
</table>

Revised 8/16/14
<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
<th>Units</th>
<th>Assignment #</th>
<th>Knowledge/Principle</th>
<th>Knowledge/Dispositions</th>
</tr>
</thead>
</table>
| 11/10/2014 | Language and Culture  
Read Yule Ch. 20                                          | A1 A2 | B4 B5 5c C2 C3 3b 4c | Reflective Academic Journal # 10 | Knowledge Principle -1, 9, 7, 8, 4  
Skills – 2  
Dispositions – 1, 2, 3 |
| 11/17/2014 | Planning and implementing successful language instruction  
Pulling it all together | A1 A2 A3 C1 C2 C3 | 3c 4g 4h 4i 5c | Submit Reflective Academic Journal (1 – 10) in one doc. file | Knowledge Principle – 1, 2, 3  
Skills – 1, 2  
Dispositions - 1, 2, 3 |
| 12/1/2014  | Planning and implementing successful language instruction  
Pulling it all together | A1 A2 A3 A4 C1 C2 | 3a 3c 4d 4f 4g 4i | | Knowledge Principle -5, 6, 7  
Skills – 1, 2  
Dispositions - 1, 2, 3 |
| 12/08/2014 | Planning and implementing successful language instruction  
Pulling it all together | A1 A2 A3 A4 C1 C2 | 3a 3c 4g 4h 4i | Power Point Presentations. | Knowledge Principle -8, 9  
Skills – 1, 2  
Dispositions - 1, 2, 3 |

**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 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.

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.

**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.

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&lt;br&gt;We - 3-4&lt;br&gt;Th- 2:30-4:30</td>
</tr>
</tbody>
</table>

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 S: 2 D: 1, 2</td>
<td>A2e, Aa3b, A3c, A3d, A4d, B1a, B1b, D6a, D6c</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 D: 2, 3</td>
<td>A1a, A1b, A1c, A3c, D7a1</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 D: 2, 3</td>
<td>A1a, A1b, A1c, A2b, A3c, A4a, D2f, D4a, D7a1</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 D: 1, 2, 3 S: 2</td>
<td>A1b, A1c, A1d, A2b, A2e, A3b, A3c, A3e, A4a, A4c, A4d D2f, D4a, D6a, D7a3, D7a4 D7b1</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 D: 2, 3</td>
<td>A3a, A3b, A3c, A3d, b1a, D6a</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 S: 2 D: 2, 3</td>
<td>D7a1, D7a2, D7a3, D7a4, D7b1</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
• 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 \( 8 \times 2 = 16 \) points towards your final grade.

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

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://sde.state.nm.us/seo/index.htm)
- [http://www.ped.state.nm.us/rti/rule.html](http://www.ped.state.nm.us/rti/rule.html)
- [http://owl.english.purdue.edu/owl/](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)
- [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. 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 be 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.