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

I. Credit Hours: 2
II. Semester Taught: Spring 2015
III. Course Time and Place: 4:00 pm to 5:45 pm. Education Building Room 112
IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Communication Information:</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deirdra Montoya</td>
<td><a href="mailto:Deirdra.montoya@nnmc.edu">Deirdra.montoya@nnmc.edu</a></td>
<td>Upon Request</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings: The NM CYFD Licensing Regulations for Child Care Centers

VII. E-Mail Requirement: all Students attending NMMC must use their NNMC e-mail account when communicating electronically about NNMC relates business. If you are having trouble please contact IR at 505-747-2259.

VIII. Attendance: Regular class attendance is important and expected. Active participation is also required and is 10% of your final grade. Students absent from class fro any reason is still responsible for all work missed. Instructor has the right to determine what work may be made up or assign alternate requirements. Points will be deducted from your final grade for leaving early or arriving late.

IX. New Mexico Initial Licensure Requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
- Provide evidence of the initial teacher assessment required by the State of New Mexico: Essential Academic skill/teacher Skill Assessment **within the first semester of enrollment in the program.** Failure to take/pass the exam will prevent enrollment in future ALP classes.
• Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic skills test* (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent any application form consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (subtests I and II)
   c. Essential components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

**X. Catalog Description:** This course provides information related to standards and practices that promote children’s physical and mental well-being sound nutritional practices and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children’s total development, healthy nutrition, physical activity, and rest.

**XI. Course Objectives:**
Upon completion of this course, students will be able to demonstrate the following competencies, as provided by the NM PED Common core Competencies for early childhood professionals;

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

1. B1. Recognize and respond to each child’s physical health, intellectual, and emotional well-being, and nutritional and safety needs.
   a. Identify and discuss individual physical, intellectual, mental health, nutritional, and safety needs of infants, toddlers, preschoolers, and school-age children, such as allergies, special diets, medications, differing abilities, and specific medical conditions.
b. Identify and develop strategies and activities with children that promote physical, intellectual and emotional well-being.

c. Identify and develop strategies that foster caring relationships between children and others to promote well-being.

d. Conduct health, and safety assessments of children and the environment.

e. Identify and develop strategies that foster caring relationships between children and others to promote well-being.

2. B2. Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially, and emotionally).

   a. Describe the major health and safety requirement of the New Mexico Child Care Licensing regulations.

   b. Identify potential indoor/outdoor environments' hazards and risks, and take corrective measures to ensure children’s safety.

   c. Identify effective ways to establish and maintain expectations for behavior which creates safe environments.

   d. Describe, design indoor/outdoor learning environments that are free of hazards/risks.

   e. Identify strategies for effective supervision of children in indoor/outdoor learning environments.

3. B3 Use appropriate health appraisal and management procedures, and make referrals when necessary.

   a. Identify activities and strategies that facilitate individual growth and development

   b. Describe appropriate responses to young children’s individual health needs by conducting regular health screenings and recordings growth and development on checklists.

   c. Identify appropriate resources for referral for a variety of conditions and situations.

4. B4 Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and in case of suspected abuse or neglect, reporting to designated authorities.

   a. Discuss signs of emotional distress, child abuse, and neglect in children.

   b. Describe all state, local, and program reporting procedures

   c. Describe the importance of recognizing and reporting signs of emotional distress, child abuse and neglect to families, administrators, and colleagues.

   d. Identify resources that address problems of emotional distress, child abuse, and neglect in young children.
5. B5 Establish an environment that provides opportunities and reinforcement for children’s practice of healthy behaviors that promote appropriate nutrient, and physical and psychological well-being.
   a. Design practices that lead to healthy behaviors through daily routines that include hand washing, toileting procedures, nose-wiping, rest/sleep time, active movement, and healthy snacks/meals.
   b. Model practices that promote healthy behaviors.

6. B6 Provide and assure a consistent daily schedule for meals, rest, and sleep, as developmentally appropriate.
   a. Identify requirements for sleep and rest.
   b. Describe the requirements of the Child & Adult Food Care Program.
   c. Identify ways to encourage young children to rest/sleep and to awaken gently.

7. B7 Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.
   a. Design health care and nutrition activities that are developmentally appropriate and that are relevant to the diverse cultures in New Mexico.
   b. Identify strategies to collaborate with families in promoting culturally appropriate health and nutrition practices for young children.

8. B8 Assist young children and their families, as individually appropriate, in developing decision making and interpersonal skills that enable them to make healthy choices and establish health promoting behaviors.

XIII. Assignment Descriptions/ Assessment Criteria:

1. **Analysis of Situations:** Weekly during the quarter you will be given situations to analyze. For each situation you need to write up a summary of what was done wrong and what you would have done differently if you had been in the situation. Your response should be at least one paragraph, but no longer than one page. These assignments should be typed. There will be 7 situations worth 10 points each. Total 70 points.

2. **Procedures Notebook:** You will need to write procedures for how the following issues can be dealt with in a child care center environment;
   a. Precautions to take in preventing the spread of communicable diseases (to include, recognition of early symptoms, hand washing requirements for children and staff, universal precautions, & exclusion policy)
b. Maintaining health and immunizations records (to include information required for centers to keep on record and procedures for keeping the records up-to-date)

c. Administering prescribed medications (to include procedure for parent permission, storage, administering, and record keeping)

d. Indoor and outdoor safety checks (to include indoor and outdoor safety checks, ratio information, and play ground safety and supervision issues)

e. Emergency drills (to include fire and tornado drill procedures, how do you prepare the children, how often are drills, supplies recommended, procedure for contacting parents in the case of an actually emergency, and preparation of classrooms for an emergency)

f. Transportation safety (to include safety restraint requirements when transporting a child or children and arrival/departure/loading/unloading procedures)

g. Reporting accidents, injuries, and illnesses (to include non-life threatening and life-threatening, parent contact procedures, and record keeping)

h. Reporting abuse and neglect (to include reporting requirements, record keeping, and techniques for working with abused and neglected children)

i. Serving meals and snacks (to include the responsibilities of the children and teachers during meals, procedures for serving, and one week menu example)

j. Introducing health and safety activities to children (how can teacher incorporate developmentally appropriate health and safety activities into their classrooms)

To develop your procedures, you need to review the child care center rules and regulations to find out what is required by law and review the recommendations from the text, notes, and class discussions. Each section will be discussed in detail when relevant to the class discussion. To complete this assignment, you can take the perspective of being an advisor for a child care center and trying to inform the center of what is best practices in each of the specified areas. This assignment should be typed. This assignment is worth 200 points. Each section is worth 20 points. Please refer to the schedule for the due date of this assignment.

3. **NM CYFD Licensing Regulations for Centers Exam**: The NM CYFD Licensing Regulations for Child Care Centers is required reading for this class. These regulations may be found online. Toward the end of the class you will be tested over your reading and understanding of these rules and regulations. The rules and regulations will also be referred to several times in the class notes. This exam is worth 100 points. There will be a review for this exam. The review will be student-directed and guided. The quality of the review sessions depend on your questions and
concerns. The exam will consist of a mixture of multiple choice, true/false, matching, and short answer.

4. **Current Events (Due each week):** You will need to bring in a current event about child health, safety, and nutrition and attach the article to an 8 x 11 inch piece of paper and write a few comments of your own about the article (what did you learn from the article, what ideas did it give you, what safety issues did it address? We will share these articles in class each week orally. Articles are due each class period for a total of 7 articles, worth 10 points each. You may not turn the articles in late. Total of 70 points.

5. **Healthy Snack Lesson plan and Presentation:** Each student is responsible for creating a lesson plan that will include planning for a healthy snack with young children. The lesson must involve child participation written in detail on the plan. The presentation of the lesson will include enough food for each student to taste, along with copies of the lesson plan (to be provided to the instructor the session prior to the assignment’s due date). Assignment is worth 25 points.

6. **Weekly Menu Plan:** Each student will plan the lunch and snack menu for children ages 3-5 for one month. Students must follow the Child and Adult Care Food Program requirements. Each snack/lunch item must include the amount to be served. The assignment is worth 50 points.

7. **Playground Analysis:** Each student will be responsible for visiting a playground at a neighborhood park, preschool, or day care center, and analyze the environment for safety. What ages of children does this playground serve? Is the environment safe for young children? Does the playground meet CYFD Licensing Standards for outdoor environments? What is the fall height of equipment and depth of absorbing materials beneath them? Are there any pieces of equipment that are designed and safe enough for the very young? Are their swings constructed appropriately for safety? Are there fences surrounding the area? Is all of the equipment in working order or is it “run down and out of commission”? Are there any small slides? Is there a sandbox area? Sketch the layout and include a 2 page write-up of your findings and recommendations. You may include a re-sketch as extra credit. This assignment is worth 25 points.
## Point Distribution of Exams and Assignments:

<table>
<thead>
<tr>
<th>CLASSROOM ACTIVITY</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Situations</td>
<td>70 points</td>
<td>A = 540-600</td>
</tr>
<tr>
<td>Procedures Notebook</td>
<td>200 points</td>
<td>B = 480-540</td>
</tr>
<tr>
<td>NM CYFD Licensing Regulations for Centers Exam</td>
<td>100 points</td>
<td>C = 420-480</td>
</tr>
<tr>
<td>Current Events (Due each week)</td>
<td>70 points</td>
<td>D = 360-420</td>
</tr>
<tr>
<td>Healthy Snack Lesson plan and Presentation</td>
<td>25 points</td>
<td>F = less than 360</td>
</tr>
<tr>
<td>Weekly Menu Plan</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Playground Analysis</td>
<td>25 points</td>
<td></td>
</tr>
</tbody>
</table>

### ASSIGNMENTS

Formative evaluation measures will be used to determine the most beneficial assignments for students. A total of 6000 points will be awarded.

### QUIZZES

If students are not prepared for class by reading the assigned chapters, a pop quiz will be given at the discretion of the instructor. The overall point system will be modified and adjusted accordingly.

XIV. Internet sites or databases:

XV. Late Work must have prior authorization from the instructor. Points will be deducted for all late assignments.

XVI. Students with Disabilities:

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

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

XVIII. Personal Responsibility:

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

XIX. Grading Scale: Total Points 540, Attendance and Participation 60 = 600 Points

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
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<tbody>
<tr>
<td>A = 90-100%</td>
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<tr>
<td>B = 80-89%</td>
</tr>
<tr>
<td>C = 70-79%</td>
</tr>
<tr>
<td>D = 60-69%</td>
</tr>
<tr>
<td>F = less than 60%</td>
</tr>
</tbody>
</table>

XX. Academic Ethics:

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

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
CLASS REQUIREMENTS
All students will be required to conform to the following policies:

1. Attend class and be an active participant in all class sessions.
2. Collaboratively work with other students in group activities.
3. Turn in assignments on time. Late assignments, if accepted, will receive a lower grade.
4. Assignments will be professionally presented. They will be clearly written, typed and free of mechanical errors (e.g., grammar, punctuation, spelling, etc.)

CLASSROOM POLICY NOTES

1. An attendance sign-in sheet will be provided at the beginning of each class. If you arrive late it is your responsibility to ensure your signature is on it. Successful completion of this course is contingent upon your presence. If you are absent, it is your responsibility to get lecture notes from another student.
2. If for any reason you need to leave class early, let the instructor know. Write your time of departure on the attendance sheet next to your signature when you sign in.
3. Inform the instructor if an emergency or family crisis arises prior to class.
4. The instructor is available to respond to your questions about assignments. Please try to ask days in advance before the assignment is due.
5. Treat your instructor and peers with respect. Avoid behavior that is distracting or rude. Refrain from holding personal conversations during lectures and classroom activities.
6. Turn off all cell phones. If you are expecting an emergency phone call, inform the instructor before class. Place your phone on vibrate, and step out of the classroom to answer the call.
7. Texting in class will not be tolerated. This behavior is rude towards your instructor as well as your classmates.
8. Use the syllabus as a reference and refer to it on a weekly basis to ensure you do not forget an assignment. It provides you with information which will help you be successful.
<table>
<thead>
<tr>
<th>SESSION DATE</th>
<th>TOPIC</th>
<th>NM Teacher Competency</th>
<th>ASSIGNMENTS</th>
<th>Knowledge Skill or Disposition# in The Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 22 &amp; Feb. 5</td>
<td>Overview of class /Overview Introductions, Interrelationship of health safety and nutrition, Confidentiality Policies and Procedures of the Childcare Facility, Infant Care: A Growing Need/SIDS</td>
<td>B1</td>
<td>Homework/Lab: SIDS online training, Current Event, Analysis of Situation</td>
<td>B1</td>
</tr>
<tr>
<td>March 12</td>
<td>Culturally Sensitive Menu Planning, Planning for Food Allergies, Meal Service Roles, Snack Presentations</td>
<td>B7</td>
<td>Current Event, Analysis of Situation, Weekly Menu Plan Due Readings for next week: pgs. 177-188</td>
<td></td>
</tr>
<tr>
<td>March 16-22</td>
<td>Spring Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Range</td>
<td>Topic</td>
<td>Location</td>
<td>Event Details</td>
<td>Location</td>
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<tr>
<td>April 9 &amp; April 16</td>
<td>Child Abuse and Neglect. Reporting, Identifying, Immunizations and Communicable Diseases Comparison of HIS and CYFD regulations</td>
<td>B3, B4</td>
<td>Current Event, Analysis of Situation Readings for next week: page 193-201</td>
<td>B3, B4</td>
</tr>
<tr>
<td>April 23 April 30</td>
<td>Community Resources</td>
<td>B4</td>
<td>Current Event, Analysis of Situation Readings for next week: Policies and Procedures Due</td>
<td>B4</td>
</tr>
<tr>
<td>May 7</td>
<td></td>
<td></td>
<td>Current Event, Analysis of Situation Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
ECE 222: Class Assignments

1) Chapter reflection guidelines: Each chapter reflection is due the week after the chapter is assigned. Your 1-2 page Ch. Reflection should be typed and be guided by the following questions: *What stood out for you in this chapter or article? In what ways does the content of this chapter connect to your current or future work with young children or your own upbringing? What further questions do you have?*

2) Bring a multicultural book to class often to share with the class.

3) Assignments are in addition to your chapter reflection.

**Assignment 1**: Review one of the Helpful Websites listed on page 68 and present it to the class via the Smartboard. Due 2/11/15

**Assignment 2**: Bring a multicultural book to class and demonstrate how you can use the book to engage students in speaking and listening activities. Due 2/25/15

**Assignment 3- Midterm project**: Choose a New Mexico author of children’s literature. Write a 4-5 page essay about the author highlighting their background, the books they have written, and how you can use one or more of the author’s books in an early childhood classroom. Be sure and include for each book at least five “spin off” literacy development activities. Present your books or books and an example of the related activities in class. Use ideas from Chapter 8! The presentations and essay are due on 3/11/15

**Assignment 4**: Create a plan for partnering with family and community members to promote early literacy. 2-3 pages. Choose your format. Due on

**Assignment 5- Final Project**: Objective: Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level by:

1> Writing a five page paper (outlined below)

   a) Identify the multiple factors impacting language development. (one page)
   b) Describe the sequence of language development and how it is assessed. (one page)
   c) Develop an understanding of the relationship between communication and emergent literacy. (one page)
   d) Identify and discuss emergent reading and writing skills for all children. (one page)
   c) Chart the continuum of emergent literacy. (one page or poster)

2) **Planning and demonstrating** two activities that facilitate the development of emergent literacy skills.
DISPOSITIONS
1. Fairness
2. A belief that all students can learn
3. Ethical Behavior

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

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.

Northern New Mexico College
College of Education
ECE 222

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

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

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

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

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

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

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

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

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

I. **Credit Hours:** 3

II. **Semester:** Spring, 2015

III. **Course:** ECE 222: Intro to Language, Literacy, and Reading

IV. **Course Time and Place:** TEC 208, Wednesdays, 5:00 – 7:30 pm , January 21 – May 15th

V. **Instructor Information:**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcia Brenden, PhD</td>
<td><a href="mailto:mbrenden@nnmc.edu">mbrenden@nnmc.edu</a></td>
<td>By appointment</td>
</tr>
<tr>
<td></td>
<td>wk:505426-2272/cell 690-1683-</td>
<td></td>
</tr>
</tbody>
</table>

VI. **Required Texts:**

*Early Literacy in Preschool and Kindergarten: A Multicultural Approach*
(Beaty & Pratt, 2011)

Scholarly Articles as assigned

VII. **Course Description**

This course is designed to prepare early childhood professionals for promoting children’s emergent literacy and reading development in preschool and kindergarten. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children’s oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children using multicultural children’s literature to engage all children. Also instructional approaches and research-based strategies that support the emergent literacy and reading skills of native speakers and English learners will be presented.

VIII. **Competencies and Course Goals/Objectives**

This course is part of the articulated Universal Catalog of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico Public Education Department’s Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies, at the established levels of proficiency:
A7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
   a. Describe the relationship between children’s language development and cognitive, social, and emotional development.
   b. Use observations of language expressed by infants, toddlers, preschoolers, and school-age children to plan cognitive, social, and emotional development activities.
   c. Identify and develop language-based activities that support cognitive, social, and emotional growth and development.

A8. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.
   a) Use observations and describe the language of infants, toddlers, preschoolers, and school-age children in the context of family and culture.
   b) Describe the relationship between language development and cognitive development.
   c) Demonstrate knowledge of language and literacy development.
   d) Develop activities that promote development of language and literacy in the context of the family and culture.

A9. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.
   a) Observe and identify how children develop and use communication strategies to meet their needs.
   b) Describe how adults support the child’s use of verbal, non-verbal, and alternative means of communication.
   c) Describe the theoretical foundations related to the acquisition and use of verbal, non-verbal, and alternative means of communication.
   d) Identify appropriate strategies to respond to children’s communication cues.

C8. Develop partnerships with family members to promote early literacy in the home.
   a) Identify ways to communicate with families about the importance of emergent literacy activities in the home.
   b) Identify a variety of literacy materials suitable for use in the home.
   c) Identify ways to support families’ use of literacy materials with their children.
   d) Share community resources with families to promote literacy.

C10. Establish partnerships with community members in promoting literacy.
   a) Identify ways to develop partnerships with community members in promoting child and family literacy.
   b) Identify community-based literacy activities and events that may be integrated into the curriculum.

D4. Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level.
   a) Identify and Discuss the multiple factors impacting language development.
   b) Describe the sequence of language development.
   c) Develop an understanding of the relationship between communication and emergent literacy.
   d) Identify and discuss emergent reading and writing skills for all children.
   e) Describe the continuum of emergent literacy.
   f) Plan and implement activities that facilitate the development of emergent literacy skills.

D7. Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum.
a) Identify a variety of anti-bias materials, literature, and experiences appropriate for young children.
b) Evaluate various early childhood materials, literature, and experiences that perpetuate bias or foster anti-bias.
c) Plan a curriculum that reflects and celebrates each child’s diversity.
d) Discuss the impact of bias on self-concept/esteem, educational success, aspirations and school/community participation.

E9. Create and manage a literacy-rich environment that is responsive to each child’s unique path of development.
   a) Observe and identify typical stages of oral language development of children and identify characteristics of language difference.
   b) Describe individual children’s use of language in various settings.
   c) Describe forms of symbolic representation.
   d) Plan and implement a literacy-rich environment that encourages children’s use of language and other forms of symbolic representation.

E10. Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.
   a) Identify ways to interact with young children to facilitate the development of expressive language and thought.
   b) Support young children’s expressive language development by interacting with them in ways that facilitate language development.
   c) Implement a variety of learning strategies to facilitate expressive language and thought in young children.

E11. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills.
   a) Describe the developmental stages of reading and writing.
   b) Describe strategies to support children’s reading and writing skills at each developmental level.
   c) Plan and implement developmentally appropriate strategies to support children’s reading and writing skills.

IX. Attendance (measured by class sign-in sheets) and class participation: Regular attendance and participation are necessary. Students are responsible for the content of each class. Unexcused absences may result in lower grade;

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Knowledge, Skill or Disposition</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed: 1/21/15</td>
<td>Intro to course</td>
<td>A7, A8</td>
<td>Read Ch 1 in text. Chapter reflection: due next week.</td>
<td>K2, K3, K4, K7</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Read Chapter</td>
<td>Assignment</td>
<td>Due Date</td>
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<tr>
<td>Wed: 1/28/15</td>
<td>Ch. 1: Foundations of Early Literacy</td>
<td>A7, A9, D4, E10</td>
<td>Read Chapter 2</td>
<td>K4, K7</td>
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<td>Chapter Reflection</td>
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<td>due next week</td>
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<tr>
<td>Wed: 2/4/15</td>
<td>Ch. 2: A Multicultural Perspective</td>
<td>A7, A9, D4, E10</td>
<td>Read Ch. 3: Chapter Reflection</td>
<td>K4, K7</td>
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<td>and Assignment 1</td>
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<td>due next week</td>
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<td></td>
<td></td>
<td>E9</td>
<td>Read Chapter 4: Chapter</td>
<td>K4, K2, K6, D2</td>
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<td></td>
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<td>reflection due next week</td>
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<tr>
<td>Wed: 2/11/15</td>
<td>Ch. 3: Language Emergence</td>
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</tbody>
</table>
| Wed: 2/18/15  | Ch. 4: Music as a Natural Language       | E9            | Read Ch. 5: Chapter Reflection   | K4, K2, K6, K7,
|               |                                          |               | due next week                    | D2             |
| Wed: 2/25/15  | Ch. 5: Speaking and Listening            | D4, D7        | Present plan for midterm         | K3, K2, K1, K7,
|               |                                          |               | essays and presentation          | D2             |
|               |                                          | D4, D7        | Assignment 3: Mid term essays    | K3, K2, K1, K7,
|               |                                          |               | and presentations due next week  | D2             |
|               |                                          |               | Assignment 4: Develop and present a plan to partner with family and community members to promote early literacy at home and the community. Due 3/25 NO CLASS | E11, K3, K2, K1, K7, D2 |
| Wed: 3/4/15   | Ch. 6: Speaking and Listening            |               |                                 |                |
|               |                                          |               |                                 |                |
| Wed: 3/11/15  | Mid Term essays and presentations        | A7, A9, C8, C10, D4, D9 | Mid Term essays and presentations |                |
| Wed: 3/18/15  | Mid Term Break                           |               |                                 |                |
|               |                                          |               |                                 |                |
| Wed: 3/25/15  | Partnering with Families and Communities | C8, C10       | Read Chapter 6 and Article       | K3, K2, K1, K7,
|               |                                          |               | Chapter Reflection due           | D2             |
| Wed: 4/1/15   | Ch. 6: Art as a Natural Language         | D4, E11       | Read Chapter 7                   | K3, K2, K1, K7,
|               |                                          |               | Chapter Reflection due           | D2             |
| Wed: 4/8/15   | Becoming a Writer                        | D4, E11       | Read Chapter 8                   | K3, K2, K1, K7,
|               |                                          |               | Chapter Reflection               | D2             |
| Wed: 4/15/15  | Ch. 8: How Reading Emerges               | D4, E11       | Read Chapter 9 and 10            | K3, K2, K1, K7,
|               |                                          |               | Chapter Reflections              | D2             |
| Wed: 4/22/15  | Ch. 9: Home Book Experience              | D4, E11       | Assignment 5: Final              | K3, K2, K1, K7,
|               |                                          |               | project – work on five page      | D2             |
|               |                                          |               | essay.                          |                |
| Wed: 4/29/15  | Literacy partnerships with families and   | A8, C8, C10   | Final paper due                  | K9, K7         |
|               | community                                |               | next week                        |                |
XI. Assessment Criteria:
This course is competency based. Student competency will be evaluated through a variety of assignments. The assignments are listed on the attached Assignment Sheet.

- Attendance: 20%
- Reflection Question responses due for each chapter: 10%
- Mid-Term Exam/Project: 20%
- Final Project Essay: 30%
- Final Project Activities presentation: 10%

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

XII. Late Work: Will only be accepted with permission of the instructor.

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

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

Semester: Spring 2015

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

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

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

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

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

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

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

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

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

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

SKILLS
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3 credits

II. Semester Taught: Spring 2015

III. Course Time and Place: Hybrid Course. Face to face meetings Jan 31st; Feb 28th; March 28th; April 18th; May 2nd.

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information: 505-7475463; <a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a></th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rose Cavalcante</td>
<td></td>
<td>TU 2-4;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WED 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TH – 2-4</td>
</tr>
</tbody>
</table>

V. Required Text:


VI. Required Materials or Readings: NM Early Leaning Guidelines

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

VIII. Attendance:

Attendance is required for all class sessions. Missing one weekend face to face class may result in course failure to the discretion of the instructor.

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

IX. Catalog Course Description:

This course explores various theories of child guidance and the practical applications of each. It

Revised August 15, 2014
provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach.

X. Course Objectives and Competencies

A.6 – Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political context for development and learning and recognize that children are best understood in the contexts of family, culture and society.
A.7 – Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
A.10 – Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.
A.11 - Use appropriate guidance to support the development of self-regulatory capacities in young children.
B.1 – Recognize and respond to each child’s physical health, intellectual and emotional well-being, and nutritional and safety needs.
C.1 - Demonstrate knowledge and skills in building positive, reciprocal relationships.
C.4 – Demonstrates knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child rearing practices.
C.7 – Demonstrate the ability to incorporate the families’ desires and goals for their children into classroom or intervention strategies.
E.3 – Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.
E.7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these perspectives to promote children’s development and learning.
F.9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning.

NNMC College Wide Goals

1) Communication
NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.
NNMC 1.b - Speak coherently and appropriately for various audiences and situations.
NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.

2) Critical Thinking
NNMC 2.a – Analyze and synthesize information

NNMC 2.d – Function as independent thinkers and as members of collaborative groups.

3) Cultural Competence
NNMC 3.a - Understand and appreciate cultural diversity

Revised August 15, 2014
4) Information Competency and Research

**NNMC 4.b** - Locate relevant information in printed and electronic from and credit it properly

**NNMC 4.e** – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

**NNMC 4.f** - Use the internet to communicate effectively through e-mail and other communication tools.

Xi. Class Topics, NM Teacher Competencies and Assignments:

NNMC College of Education program requirements are aligned to the New Mexico State Department of Education's Common Core Competencies for early childhood professionals and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Common Core Competencies for early childhood professionals</th>
<th>Assignment to Demonstrate Meeting the Competency/Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
<th>NNMC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Introduction to guidance</td>
<td>A7,A10, E3</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d; 4.f</td>
<td></td>
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<tr>
<td>01/31/15</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Understanding challenging behaviors; family stressors that impact children’s behaviors</td>
<td>A7,A10, E3</td>
<td>Online discussion</td>
<td>2.a; 2.d; 4.f</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Family Collaboration</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d; 4.f</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Family Collaboration</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d; 4.f</td>
<td></td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Family Collaboration</td>
<td>C4,C7, A6</td>
<td>Parenting Training/Workshop</td>
<td>1.a; 1.b; 2.a; 3.a; 4.b; 4.e</td>
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<td>02/28/15</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Attachment, bonding and bonding relationships</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d; 4.f</td>
<td></td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Relationships with families; cultural and linguistic responsiveness in</td>
<td>C4,C7, A6</td>
<td>Online discussion</td>
<td>1.a; 2.a; 2.d; 4.f</td>
<td></td>
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</tbody>
</table>

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

1) **CASE STUDY** – Observe a child/interacting playing with other children. Take detailed notes describing the environment, what the child (in objective terms) is doing; how others (peers and teachers) respond to his/her behavior, etc. Does the child exhibit any inappropriate behaviors? If so, focus on that particular behavior, such as, for example, did the child hit another child? Did the child refused to comply with teacher’s requests? Once you identified the “problem behavior” that needs to be changed, use the observation sheet provided to identify: 1) What happened just before the problem behavior/what triggered it? 2) What were the consequences of the behavior/what happened just after the behavior? After determining those factors, develop a plan, making recommendations for addressing the behavior. For example, do changes need to be made in the classroom environment? Do the adults need to change their responses to the behavior? Does the child lack socio-emotional skills to be successful? Make plan outlining how to help this child develop the needed skills.
Guiding Young Children

and improve her behavior.

2) PAPER AND POWER POINT PRESENTATION
You should choose a topic and write a 5 to 7 page paper on a TOPIC RELATED TO Early Childhood Guidance(suggestions are listed below). You should do the citations in the paper and write your reference page using APA style (go to Northern website, click on Library, click on find a journal article, click on APA Style). You should use at least two printed academic references (journal articles and book chapters). You should also prepare a power point presentation of your paper. The presentation should be 20 minutes long. Before submitting the final version of the paper you should visit NNMC Writing center. After reviewing their feedback you should then write the final draft of the paper. You should also submit the rough draft copy of the paper with the writing center stamp on it.

Topics’ Suggestion:
a. - Attachment
b. - Discipline in early childhood
c. - Parenting Training
d. - Inclusive classroom environments in early childhood
e. - Social-emotional learning
f. - Behavior modification Principles

3) Emotional-Learning lesson plan – Write a lesson plan addressing social-emotional learning goals. You will present your lesson to the class as you were teaching a pre-K class. Bring all the materials you will need to teach your lesson (books, puppets, etc.). A list of resources online is provided for you online.

4) Parent Presentation on positive discipline – Research books and the internet for best parenting practices and resources. After that, prepare a 20 minute power point presentation for parents on how to deal with children’s inappropriate behaviors and discipline in a positive way.

5) Weekly online discussions based on textbook readings and Early Learning Guidelines

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

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

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

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

XVII. Grading Scale:
Weekly discussions- 30%
Paper and presentation – 20%
Case study – 20%
Emotional Learning Lesson plan – 15%
Parent Presentation – 15%

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

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

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

XX. Cell phone policy

Use of cell phones is forbidden during face to face classes. Please turn it off when entering the classroom. Texting is also forbidden during class.

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

I. Credit Hours: 3
II. Semester Taught: Spring 2015
III. Course Time and Place: 4:00 pm to 6:30 pm. Education Building Room 201
IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deirdra Montoya</td>
<td><a href="mailto:Deirdra.montoya@nnmc.edu">Deirdra.montoya@nnmc.edu</a></td>
<td>Upon Request</td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings:
- New Mexico Early Learning Outcomes Birth through Kindergarten, July 2014

VII. E-Mail Requirement: all Students attending NMMC must use their NNMC e-mail account when communicating electronically about NNMC relates business. If you are having trouble please contact IR at 505-747-2259.

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

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

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

IX. New Mexico Initial Licensure Requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic skill/teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent any application form consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (subtests I and II)
   c. Essential components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Description:

XI. Course Objectives:
This course is designed to familiarize students with a variety of culturally appropriate assessment methods and instruments, including systematic observation. The course addresses the development and use of formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals, and families in the process.

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

1. Demonstrate knowledge of assessment and evaluation practices that are valid and appropriate.

2. Demonstrate knowledge of maintaining appropriate records of children’s development and behavior that safeguard confidentiality and privacy.

3. Demonstrate knowledge of the educator’s role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual Family Service Plans (IFSP), and Individual Education Plans (IEP).

4. Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning assessment outcomes.

5. Involve the family and as appropriate other team members in assessing the child’s development, strengths, and needs in order to set goals for the child.

6. Share assessment results as appropriate with families in clear supportive ways.

7. Involve all stakeholders in program evaluations.
8. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.

9. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

10. Use both self and collaborative evaluations as part of on-going program evaluation.

11. Using portfolio assessments
12. Linking assessment to curriculum and learning goals and objectives

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicted below. Every course in a candidates program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

College wide Student Learning Outcomes
1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means.
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.
4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
XIII. Assignment Descriptions/Assessment Criteria:

**ECED 295 ASSIGNMENTS**

Point Distribution of Exams and Assignments:

<table>
<thead>
<tr>
<th>CLASSROOM ACTIVITY</th>
<th>TOTAL POINTS POSSIBLE</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (25 questions 2 points each)</td>
<td>50 points</td>
<td>A = 315 – 350</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B = 280 – 314</td>
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<td>C = 245 – 279</td>
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<td>D = 210 – 244</td>
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<td>F = less than 210</td>
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<tr>
<td>Exam 2 (25 questions 2 points each)</td>
<td>50 points</td>
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<tr>
<td>Exam 3 (25 questions 2 points each)</td>
<td>50 points</td>
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<tr>
<td>Consent Letter for Anecdotal Observation (assignment)</td>
<td>25 points</td>
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</tr>
<tr>
<td>Anecdotal Observation (assignment)</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Group Portfolio/Report (assignment)</td>
<td>75 points</td>
<td></td>
</tr>
<tr>
<td>Personal Portfolio / Presentation (assignment)</td>
<td>75 points</td>
<td></td>
</tr>
</tbody>
</table>

**ASSIGNMENTS**

Formative evaluation measures will be used to determine the most beneficial assignments for students. A total of 350 points will be awarded.

**QUIZZES**

If students are not prepared for class by reading the assigned chapters, a pop quiz will be given at the discretion of the instructor. The overall point system will be modified and adjusted accordingly.

**EXAMS**

Three exams will be given. The exams will be based on chapter readings, lecture content, and classroom activities. Formative evaluation measures will be used to determine the length and difficulty level of the exams.

**ALL ASSIGNMENTS WILL BE TYPE WRITTEN AND WHEN POSSIBLE, IN APA STYLE**

Anecdotal Observation

Choose a child between the ages of three and four. Observe the child for the given domain you will be assigned. The observation should be a minimum of 30 minutes. Document the date of the observation, the start time and end time. Refer to the child in your anecdotal recording in terms of the letter “p” (preschooler). Do not use the child’s name. Write down the child’s factual behavior recounting the event. Record the event in terms of where, who, and what is happening. A picture of the event will be attached. This assignment does not try to answer why a particular situation is happening. Have the child’s parent sign and date the consent letter prior to the observation. This assignment is worth 25 points.
Consent Letter for Anecdotal Recording
Each student will write a consent letter to the guardian or parent(s) of the preschool child chosen for the anecdotal recording. This assignment will be graded for the following content: 1) formal letter format, 2) your name somewhere in the body of the letter, 3) describe the purpose of the portfolio assignment, 4) inform the parent or guardian that all info will be kept confidential, 5) let parent or guardian know that it may be used as part of your exit portfolio, 6) the child’s name will not be used, 7) request permission to observe, document data, and take photographs, 8) your signature appears on the letter, 9) parent’s or guardian’s signature appears on the letter. This assignment is worth 25 points.

Group Portfolio
All the anecdotal recordings will be compiled and copied. Each group consisting of two students will receive a copy/packet. As a group you will use the assigned pages from Gronlund & Engel's text and develop a Focused Portfolio using the information from the anecdotal recordings/packet. The encaement of your portfolio will be personal preference, and creativity is encouraged. You will choose a child’s picture (yours or your partner’s preschooler) to use in your portfolio. A report will be attached and will include the following information: 1) child’s pseudo name which will begin with the letter “p”...the picture will help determine the sex and name of the child, 2) family background history, medical and educational history, 3) child’s strengths and weaknesses, 4) learning strategies, 5) thinking and learning processes, 6) learning modalities, 7) analysis of error patterns, qualitative and quantitative differences in development, 8) milestones accomplished, 9) progress made, 10) summary of findings, 11) recommendations to help the child in the future. The report will be a minimum of three complete pages. The final grade will be awarded as a team based on the content of the portfolio and the report. This assignment is worth 75 points.

Personal Portfolio / Presentation
Each student will develop a portfolio system for systematic assessment and present it to the class. The portfolio should be developed for an early childhood program of your choice (birth to third grade). Only blank forms will be included in this activity. Failure to cite your sources will result in a grade of 0 points. You may only use one page from Gronlund’s text, and one page from the handouts you may receive. The rest of the pages will be developed by the student using the information learned in class. A detailed explanation of this assignment will be provided. This assignment is worth 75 points.

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

Required Courses for Competency Based Collection of Artifacts:

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

A. Required Professional Competency-Based Artifact Rubric

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

XIV. Internet sites or databases:

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

XIV. Students with Disabilities:

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

V. NNMC Incomplete Policy:

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

VI. Personal Responsibility:

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

VII. Grading Scale:

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 315 – 350</td>
</tr>
<tr>
<td>B = 280 – 314</td>
</tr>
<tr>
<td>C = 245 – 279</td>
</tr>
<tr>
<td>D = 210 – 244</td>
</tr>
<tr>
<td>F = less than 210</td>
</tr>
</tbody>
</table>

XX. Academic Ethics:

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

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

CLASS REQUIREMENTS
   All students will be required to conform to the following policies:

   1. Attend class and be an active participant in all class sessions.

   2. Collaboratively work with other students in group activities.

   3. Turn in assignments on time. Late assignments, if accepted, will receive a lower grade.

   4. Assignments will be professionally presented. They will be clearly written, typed and free of mechanical errors (e.g., grammar, punctuation, spelling, etc.)

CLASSROOM POLICY NOTES

   1. An attendance sign-in sheet will be provided at the beginning of each class. If you arrive late it is your responsibility to ensure your signature is on it. Successful completion of this course is contingent upon your presence. If you are absent, it is your responsibility to get lecture notes from another student.

   2. If for any reason you need to leave class early, let the instructor know. Write your time of departure on the attendance sheet next to your signature when you sign in.

   3. Inform the instructor if an emergency or family crisis arises prior to class.

   4. The instructor is available to respond to your questions about assignments. Please try to ask days in advance before the assignment is due.

   5. Treat your instructor and peers with respect. Avoid behavior that is distracting or rude. Refrain from holding personal conversations during lectures and classroom activities.

   6. Turn off all cell phones. If you are expecting an emergency phone call, inform the instructor before class. Place your phone on vibrate, and step out of the classroom to answer the call.

   7. Texting in class will not be tolerated. This behavior is rude towards your instructor as well as your classmates.

   8. Use the syllabus as a reference and refer to it on a weekly basis to ensure you do not forget an assignment. It provides you with information which will help you be successful.
<table>
<thead>
<tr>
<th>SESSION DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 23</td>
<td>Overview of class /Overview of assignments / Assessment models / Professional Responsibility/ Assessment Vocabulary</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>Feb. 6</td>
<td>An overview of Assessment in Early Childhood The Focused Portfolios Process Class List Logs</td>
<td>Wortham Chapter 1 Gronlund Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Systematic Observation Using Work Samples / The Documentation Process Reviewing for Exam 1 / Anecdotal domains assigned</td>
<td>Wortham Chapter 3 Gronlund Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Exam 1: Wortham &amp; Gronlund / Lecture Notes ................. Multiple Windows / Sources of Information Fitting Documentation Checklists / Work</td>
<td>Wortham Chapter 4 Gronlund Chapter 4</td>
<td>Anecdotal Observation Due</td>
</tr>
<tr>
<td>March 6</td>
<td>Recording Procedures Refining Anecdotal Observations Rating Scales</td>
<td>Wortham Chapter 5 Gronlund Chapter 5</td>
<td></td>
</tr>
<tr>
<td>March 13</td>
<td>Compiling and Summarizing Information Curriculum Planning Portfolios</td>
<td>Wortham Chapter 6 Gronlund Chapter 6</td>
<td></td>
</tr>
<tr>
<td>March 16-22</td>
<td>Spring Break. ..................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 27</td>
<td>Exam 2: Wortham/Gronlund / Lecture Notes 4:00 to 5:00</td>
<td>5:00 to 7:00 / Plan on working on your group or individual portfolio. Come prepared with necessary materials / items.</td>
<td></td>
</tr>
<tr>
<td>April 3</td>
<td>No Class</td>
<td></td>
<td></td>
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<tr>
<td>April 10</td>
<td>Assessment Interpretation Cultural and Linguistic Factors Frequency Counts</td>
<td>Wortham Chapter 7 Gronlund Chapter 7</td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>Using Assessment Information Writing Behavioral Objectives IEP / IFSP</td>
<td>Wortham Chapter 8 Gronlund Chapter 8</td>
<td></td>
</tr>
<tr>
<td>April 24</td>
<td>Standardized Tests Brain Hemisphere Dominance Time Samples</td>
<td>Wortham Chapter 9 Gronlund Chapter 9</td>
<td>Group Portfolio Due</td>
</tr>
<tr>
<td>May 1</td>
<td>Reporting Assessment Results Preparing for Family Conferences Environmental Rating Scales</td>
<td>Wortham Chapter 10 Gronlund Chapter 10</td>
<td></td>
</tr>
<tr>
<td>May 8</td>
<td>Personal Portfolio Presentations</td>
<td>None</td>
<td>Individual Personal Portfolio Due</td>
</tr>
<tr>
<td>May 15</td>
<td>Final Exam: Wortham &amp; Gronlund / Lecture Notes ..................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Northern New Mexico College
College of Education
EDUCATION ED 201 and ED 213 (Field Experience)
Foundations of Education
Spring 2015

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

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

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

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

II. Semester Taught: Spring 2015

III. Course Time and Place: Tuesdays 4:00 to 6:30; TEC 112

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<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> (preferred) / and 7475463</td>
<td>TU 2-4 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W 3-4 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TH 2-4 pm</td>
</tr>
</tbody>
</table>

V. Required Text:

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

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

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

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

Co-requisite: ED213

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

Co-requisite: ED 201

X. Course Objectives:

Upon completion of the course, the students will:

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>CONCEPTUAL FRAMEWORK</th>
<th>NM COMPETENCIES</th>
</tr>
</thead>
</table>
| 1. Be aware of and reflect upon their choice of education as their future profession | K 8  
S 1  
D 3 | A 1, 2, 3, 4, 5, 6, 7 |
| 2. Become familiar with the knowledge and competencies teachers need to have. | K 3, 9  
D 1, 3 | K 2, 9, 12, 14 |
| 3. Understand the nature and significance of effective management and organizational skills in the classroom. | K 6, 7  
S 2  
D 1, 3 | C 4, 7 |
| 4. Understand the nature of pluralistic classrooms and the impact of culture and society on school and education | K 2, 5, 7  
D 1, 2, 3 | F 1, 3, 5  
H11 |
| 5. Understand professional ethics, legal rights and responsibilities within the educational community. | 3, 7, 9  
D 1, 2, 3 | A 5, 6, 7  
G 1, 2, 3, 4, 5, 7  
H1 |
| 6. Develop self awareness and recognize own motivations to choose teaching as a profession and establish personal/professional goals as a future teacher. | K 8  
S 1  
D 3 | A 1, 3, 4, 5, 6, 7 |
| 7. Begin to articulate their own philosophy of teaching based on sound educational principles. | K 8  
S 1  
D 3 | A 1, 3, 4, 5, 6, 7 |
| 8. Integrates technology into planned activities including software, applications, and other tools | S1 | B7  
E1a, E1d, E2a |
NNMC College Wide Goals

1. Communication

NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.

NNMC 1.b - Speak coherently and appropriately for various audiences and situations.

NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.

2. Critical Thought

NNMC 2.a – Analyze and synthesize information

NNMC 2.d – Function as independent thinkers and as members of collaborative groups.

3. Cultural Competence

NNMC 3.a - Understand and appreciate cultural diversity

4. Information Competency and Research

NNMC 4.b - Locate relevant information in printed and electronic from and credit it properly

NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

NNMC 4.f - Use the internet to communicate effectively through e-mail and other communication tools.

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

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and the College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Text Chapter</th>
<th>Assignment to Demonstrate Meeting the Competency/Due Date</th>
<th>Knowledge, Skill or Disposition in the Conceptual Framework</th>
<th>NM teacher Competencies</th>
<th>NNMC Goals</th>
</tr>
</thead>
</table>
| 01/21/15 | Course Introduction  
Syllabus Presentation  
Field Placement Information |                                                           |                                                             |                          |                  |
| 01/27    | The teaching profession  
Chapter 1  
Worksheet chapter 1 | Knowledge 8  
Skill 1  
Disposition 3 | A 1, 2, 3, 4, 5, 6, 7 |                          |                  |
| 02/03    | Today’s teachers  
Chapter 2  
Worksheet chapter 2  
DUE: Educational Autobiography | Knowledge 8  
Skill 1  
Disposition 3 | A 1, 2, 3, 4, 5, 6, 7  
C 4, 7  
K2, 9, 12  
14 |                          | NNMC 1.a; NNMC 1.c;  
NNMC 2.a; NNMC 4.b |
| 02/10    | Today’s Schools  
Chapter 3  
Worksheet chapter 3  
• DUE: Library Visit Report | Knowledge 8  
Skill 1  
Disposition 3 | A 1, 2, 3, 4, 5, 6, 7  
F 1, 3, 5 |                          | NNMC 1.a; NNMC 1.c;  
NNMC 3.a; NNMC 4.b;  
NNMC 4.e |
| 02/17    | NO CLASS | | | | |
| 02/24    | Philosophical foundations of education  
Chapter 4  
Worksheet chapter 4 | Knowledge 8  
Skill 1  
Disposition 3 | A 1, 2, 3, 4, 5, 6, 7 |                          | NNMC 1.a; NNMC 1.c |
| 03/03    | Historical Foundations of Education  
Chapter 5  
Worksheet chapter 5  
• Paper Presentation: Bilingual Education  
• DUE: Field Reflection | Knowledge 8  
Skill 1  
Disposition 3 | A 1, 2, 3, 4, 5, 6, 7  
B 7  
E1a, E1d, E2a  
K2 |                          | NNMC 1.a; NNMC 1.b;  
NNMC 1.c; NNMC 2.a;  
NNMC 2.d; NNMC 3.a;  
NNMC 4.b; NNMC 4.e |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Details</th>
<th>Knowledge/技能/认知</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/10</td>
<td>School governance Chapter 6</td>
<td>Worksheet chapter 6&lt;br&gt;• Paper Presentation: Indian Education in NM&lt;br&gt;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;E1a, E1d, E2a&lt;br&gt;G 1, 2, 3, 4, 5, 7&lt;br&gt;H1&lt;br&gt;K2</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td>03/17</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/24</td>
<td>Ethical and Legal Issues Chapter 7</td>
<td>Worksheet on chapter 7&lt;br&gt;• Paper Presentation: Problem and project-based education&lt;br&gt;• DUE: Teacher’s Code of ethics</td>
<td>Knowledge 2, 5, 7, 8, 9&lt;br&gt;Skill 1&lt;br&gt;Disposition 1, 2, 3</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td>03/31</td>
<td>Today’s students Chapter 8</td>
<td>Worksheet on chapter 8&lt;br&gt;• Paper Presentation</td>
<td>Knowledge 2, 5, 7&lt;br&gt;Skill 1, 2</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
<td>Knowledge</td>
<td>Skill</td>
</tr>
<tr>
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<tr>
<td>04/07</td>
<td>Today’s Students/Individual needs (special needs) Chapter 9</td>
<td>- Worksheet chapter 9</td>
<td>Knowledge 2, 5, 7</td>
<td>Skill 1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Paper presentation: Inclusion of students with special needs in the regular classroom</td>
<td>B 7, E 1a, 1d, E2a</td>
<td>F 1, 3, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DUE: PED website report.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04/14</td>
<td>The classroom as a community Chapter 10</td>
<td>- Worksheets on Chapter 10</td>
<td>Knowledge 2, 5, 7</td>
<td>Skill 1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Paper presentation: Cooperative Learning</td>
<td>B 7, E 1a, 1d, E2a</td>
<td>F 1, 3, 5</td>
</tr>
<tr>
<td>04/21</td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04/28</td>
<td>Integrating technology into teaching Chapter 12</td>
<td>- Worksheets on chapter 12</td>
<td>Knowledge 8</td>
<td>Skill 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Paper</td>
<td>A 1, 2, 3, 4</td>
<td>, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E 1a, 1d,</td>
<td>F, 1, 3, 5</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

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Description</th>
<th>Due Date</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/05</td>
<td>Curriculum, Standards and Learning Chapter 11 Worksheet on chapter 11</td>
<td>All</td>
<td>B7, E1a, E1d, E2a K2</td>
</tr>
<tr>
<td></td>
<td>• Paper Standards-based education – Common Core</td>
<td></td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 4.b; NNMC 4.e</td>
</tr>
<tr>
<td>05/12</td>
<td>Becoming a professional teacher Chapter 13 Worksheet on chapter 13</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>• DUE: Field Reflection # 3</td>
<td></td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e</td>
</tr>
</tbody>
</table>
printed academic references (academic journal articles and/or books) and no more than 2 internet site references. The paper should be written using APA style (an APA guide will be provided to students online on Blackboard). You should also prepare a power point presentation of your paper. The presentation should be 15-20 minutes long. A good presentation do not consist of only reading the transparencies. You should demonstrate knowledge of the topic, answering classmates questions and commenting on the slides. Guidelines on how to prepare a good power point presentation will also be provided to students online on Blackboard.

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

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

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

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

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

- Demonstrates knowledge of the resources available.
- Demonstrates knowledge of how to use the research databases.
- Reflects on how those resources can help as a student and future teacher.

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

C.EDUCATIONAL AUTOBIOGRAPHY - You will write an autobiography reflecting on the facts, people, situations, etc. that have influenced you in the direction of becoming a teacher. Some of the questions that should guide our thinking as you write it are:

- Why do I want to become a teacher?
- What teacher(s) had the greatest impact on me?
- What were some of my experiences at school?
- How were my emotional reactions to teachers that either ridiculed,
motivated, or elevated me?
- What kind of teacher I want to be?

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

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

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

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

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

The Code of Ethics will be graded according to a rubric provided online on Blackboard. You will review this code of ethics when you do your student teaching at the end of the program.

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

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

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

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

*As you have noticed, this course will demand a significant amount of writing. Each writing piece will be graded considering also your neatness, presentation, spelling and grammar. So, use and abuse of the Writing Center! Every time you feel that your writing needs improvement, go there and get some help!*

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

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

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

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

Teacher Code of Ethics

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

<table>
<thead>
<tr>
<th>Content and knowledge</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate does not demonstrate sound knowledge of NM Teacher code of Ethics and is not clear about his/her own personal values.</td>
<td>Candidate has some knowledge of NM Teacher Code of Ethics but has difficulty articulating his/her own personal values.</td>
<td>Candidate has good knowledge of NM Teacher Code of Ethics but has some difficulty articulating it with his/her own personal values. Some discussion on how he/she intends to apply it in their future practice is present.</td>
<td>Candidate demonstrates sound knowledge of NM Teacher Code of Ethics and articulates it well with his/her own values, reflecting on how those are important for his/her future practice as a teacher.</td>
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<tr>
<th>Grammar &amp; Spelling</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Work has many spelling and grammatical errors.</td>
<td>Paper has 3 or 4 misspellings and grammatical errors.</td>
<td>Paper has no more than 2 misspellings and grammatical errors.</td>
<td>Paper has no misspellings or grammatical errors.</td>
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XIII. Internet sites or databases/Resources

http://www.sde.state.nm.us
Other resources for the class can be found online on Blackboard.

XIV. Late Work:
Your work is due on the date indicated on the syllabus. If you need to turn in your work a little later, please contact the instructor before the due date to explain your situation. The instructor will have the discretion to accept or not the late work. Be aware, however, that all work turned in late will have a deduction of points to the discretion of the instructor. Late work will not be accepted after two weeks of the due date.
Also, you will not be able to present the power point of your paper on a different date than that established in the syllabus. You will receive a grade of ZERO for the presentation if you do not present at the pre-determined date.

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

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

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

XVIII. Grading Scale:

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

XIX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to 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.

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

XX. Cell phone policy

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

XXI. Complaints policy

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

XXII. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam
will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
Northern New Mexico College
College of Education
EDUCATION 220
Semester: Spring 2015

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

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

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

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

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

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

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

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

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

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

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

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: SPRING 2015

III. Course Time and Place: TEC 208 – TH 4:00-6:30

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: ROSE CHIOVITTI-CAVALCANTE</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a></td>
<td>TU 2-4 PM</td>
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<tr>
<td></td>
<td>747-5463</td>
<td>TH 2:00-4:00 PM</td>
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<td>W 3:00-4:00</td>
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</tbody>
</table>

V. Required Text:

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

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

VIII. Attendance:

Attendance is required for all class sessions.

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

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

Revised July 3, 2014
IX. Catalog Course Description:

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

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

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

X. Course Objectives:

Upon completing this course, the student will:

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

NM Entry Level Teacher goals

A. Professionalism – A1, A2, A3, and A8 A, B, D and H
B. Instructional Planning and Implementation – B1, B2, B3, B4, and B8
C. Classroom Management – C3, C4, C5, C7, C10, and C11
D. Assessment – D6, and D9
E. Technology – E1a, E1d, E2a, and E3e
F. Diversity – F1, F2, F3, and F6
G. Family and Community – G2, G3, and G5
H. Inclusion – H2, H8, H9, and H11
I. Development of Student – I1, I2, and I3
K. Communication – K2, K3

NNMC College Wide Goals

1) Communication

NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.
NNMC 1.b - Speak coherently and appropriately for various audiences and situations.

NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.

2) Critical Thinking
NNMC 2.a – Analyze and synthesize information

NNMC 2.d – Function as independent thinkers and as members of collaborative groups.

3) Cultural Competence
NNMC 3.a - Understand and appreciate cultural diversity

4) Information Competency and Research
NNMC 4.b - Locate relevant information in printed and electronic from and credit it properly

NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

NNMC 4.f - Use the internet to communicate effectively through e-mail and other communication tools.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Cluster and Modules</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
<th>NNMC goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/29</td>
<td>Course/Syllabus Presentation</td>
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<td>NNMC 3.a ; NNMC 4.f</td>
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<tr>
<td></td>
<td>Understanding how to use the case-study approach</td>
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<tr>
<td>02/05</td>
<td>INTRODUCTION to Ed Psych</td>
<td>A-1,2,3,8</td>
<td>F-1,2,3</td>
<td>K 1, 2,3,4,7,8,9,11</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a;</td>
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<td></td>
<td>The importance of Ed Psych - Module 1</td>
<td>B-1,2,3,4,8</td>
<td>G-2,3,5</td>
<td>S 1,2</td>
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<td></td>
<td>C-3, 4, 5, 7, 10,11</td>
<td>H-2,8,9,11</td>
<td>D 1,2,3</td>
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<td>D9</td>
<td>I-1,2,3</td>
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<td>E – 1d</td>
<td>K- 2</td>
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<tr>
<td>02/12</td>
<td>Contexts of development and Social Development Cluster One/modules 2</td>
<td>A 8A, 8B; B1,2; F1;</td>
<td>K3</td>
<td>K 4,7,8</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c;</td>
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<tr>
<td></td>
<td></td>
<td>I 1,2,3</td>
<td>Module 2 and 3 Summaries</td>
<td>D1,2,3</td>
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<td>Event</td>
<td>Content Details</td>
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<td>02/19</td>
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<td>02/26</td>
<td>Emotional and Moral Development</td>
<td>Cluster 1/modules 4 and 5</td>
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<tr>
<td></td>
<td>Modules 4 and 5 summary</td>
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<tr>
<td></td>
<td>Case Study – Middle School</td>
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<tr>
<td></td>
<td>Quizz#1</td>
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<td>03/05</td>
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<td>Cluster 2/Module 6 e 7</td>
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<td></td>
<td>Modules 6 and 7 Summaries</td>
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<td>Case Study – Elementary</td>
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<td>Quizz #2</td>
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<td>03/12</td>
<td>MID TERM EXAM</td>
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<td>03/26</td>
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<td>Module 9 summary</td>
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<tr>
<td></td>
<td>Case Study – Elementary</td>
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<tr>
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<td>Hot Topic Presentation – Transfer of</td>
<td>Knowledge (Mod 13)</td>
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<td>04/02</td>
<td>Social Cognitive Theory</td>
<td>Cluster 3/ Module 10</td>
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<td>Module 10 summary</td>
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<td>Case study middle school</td>
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<td></td>
<td>Hot Topic Presentation – Critical Thinking</td>
<td>and Problem Solving (Mod 14)</td>
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<td></td>
<td>Summary Module 11</td>
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<td></td>
<td>Hot Topic Presentation – Grouping Practices</td>
<td>(Mod 21)</td>
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<td>04/16</td>
<td>Motivation - Learning and Cognitive Theories</td>
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<td></td>
<td>Module 15 and 16 Summary</td>
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</table>

Revised July 3, 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Clusters/Modules</th>
<th>Case Study-Elementary</th>
<th>Quiz #4</th>
<th>Assignment Descriptions/Assessment Criteria:</th>
</tr>
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<tbody>
<tr>
<td>04/23</td>
<td>Intelligence/Giftedness</td>
<td>5/15, 16</td>
<td>D 1,2,3</td>
<td>NNMC 2.a; NNMC 2.d</td>
<td>1) Research Paper/Hot Topic Presentation</td>
</tr>
<tr>
<td></td>
<td>Cluster 7/Module 22 and 23</td>
<td></td>
<td></td>
<td></td>
<td>Revised July 3, 2014</td>
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<tr>
<td>04/30</td>
<td>Cognitive Disabilities</td>
<td>7/22, 23</td>
<td>D 1,2,3</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d</td>
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<td>Cluster 7/Module 24</td>
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<td>05/07</td>
<td>Emotional and Behavioral Disabilities and FBA/BIP</td>
<td>7/24</td>
<td>D 1,2,3</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e; NNMC 4.f</td>
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<td></td>
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<td>05/14</td>
<td>Student presentations</td>
<td></td>
<td>D 1,2,3</td>
<td>NNMC 1.a; NNMC 1.b; NNMC 1.c; NNMC 2.a; NNMC 2.d; NNMC 3.a; NNMC 4.b; NNMC 4.e; NNMC 4.f</td>
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</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...)

Revised July 3, 2014
- Clarity/organization of writing
- Quality of the lesson plan and presentation

**CLASSROOM SCENARIOS - RUBRIC**

**Task Description:** The student will develop two classroom scenarios: one that illustrate a constructivist and another a behaviorist approach to education. The student will delineate the major components of the two classrooms. The student will also develop two lesson plans and write a theoretical analysis of the scenarios and lesson plans. The student will teach one of the lessons to the class.

**NM Competencies addressed:** A 1,2,3,8; B 1,2,3,4,8; C 3,4,5,10; D 1,5,9,13; F 1,2; G 2; H 2,8,11; and I 1,2,3.

This project also addresses the following course objectives:
- The student will define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theories believe influence the learning process, giving specific examples of how these principles could be used in the classroom.
- The student will apply psychological principles and theories within actual or simulated educational contexts.
- The student will use major concepts of child and adolescent development, human learning, and social and cultural influences in planning and implementing classroom instruction, strategies, and management.
- The student identify and analyze the implications of the various developmental and learning theories for models of instruction, decisions about teaching strategies, and the selection of materials, and the role of the teacher in the learning process.

<table>
<thead>
<tr>
<th>CLASSROOM SCENARIOS</th>
<th>Excellent – 2 points</th>
<th>Competent - 1 point</th>
<th>Needs Improvement- 0 point</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASSROOM ARRANGEMENT</strong></td>
<td>The seating arrangement and the furniture and materials present in the classroom are consistent with the educational approach of the classroom.</td>
<td>The seating arrangement and most of the furniture and materials present in the classroom are consistent with the educational approach of the classroom.</td>
<td>The seating arrangement and the furniture and materials present in the classroom are NOT consistent with the educational approach of the classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>CLASSROOM/BEHAVIOR MANAGEMENT</strong></td>
<td>The teacher’s behavior and classroom management plan is consistent with the educational approach of the classroom.</td>
<td>Most of the teacher’s behavior and classroom management plan is consistent with the educational approach of the classroom.</td>
<td>The teacher’s behavior and classroom management plan is NOT consistent with the educational approach of the classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON PRESENTATION</strong></td>
<td>Excellent – 2 points</td>
<td>Competent – 1 point</td>
<td>Needs improvement – 0 point</td>
<td>POINTS</td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>The instructional techniques used are consistent with the theoretical approach of the classroom.</td>
<td>Most of the instructional techniques used are consistent with the theoretical approach of the classroom.</td>
<td>The instructional techniques used are NOT consistent with the theoretical approach of the classroom.</td>
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</tr>
<tr>
<td><strong>MATERIAL</strong></td>
<td>The materials used by the teacher for the lesson are consistent with the theoretical approach of the classroom</td>
<td>The majority of the materials used by the teacher for the lesson are consistent with the theoretical approach of the classroom</td>
<td>The materials used by the teacher for the lesson are NOT consistent with the theoretical approach of the classroom</td>
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<tr>
<td><strong>ANALYSIS</strong></td>
<td>Excellent – 2 points</td>
<td>Competent – 1 point</td>
<td>Needs Improvement – 0 point</td>
<td>POINTS</td>
</tr>
<tr>
<td><strong>JUSTIFICATION/SUPPORT OF CHOICES</strong></td>
<td>The student present coherent and research supported (with references) justification for their choices of arrangement, management, instruction and materials used.</td>
<td>The student present partial justification for their choices of arrangement, management, instruction and materials used.</td>
<td>The student DOES NOT present or present INCORRECT justification for their choices of arrangement, management, instruction and materials used.</td>
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<tr>
<td><strong>CLARITY/ORGANIZATION OF WRITING</strong></td>
<td>The paper is well written, with NO spelling and grammar errors. Ideas are presented in a clear and organized manner.</td>
<td>The paper is well written, but presents some spelling and grammar errors. Ideas are presented in a clear and organized manner.</td>
<td>The paper is NOT well written. There are several spelling and grammar errors and ideas presented are not clear and organized.</td>
<td></td>
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</tbody>
</table>
3) **Modules Summaries** -
As listed in the calendar, you will be required to complete summaries of the modules you read during that week. The summary should be 1 page long (typed or hand written), and should contain the main concepts and ideas discussed in the module.

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

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

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

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

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

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

XVII. **Grading Scale:**

- Quizzes – 20%
- Summaries – 10%
- Case Studies – 10%
- Research Paper – 15%
- Classroom Scenarios – 25%
- Mid term exam – 20%

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

XIX. **Academic Ethics:**

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.

Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author.

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

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

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

XXII. **Complaints policy**

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

XXIII. **ALP requirements:**

Revised July 3, 2014
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
KNOWLEDGE PRINCIPLE
1. **Curriculum**: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

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

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

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

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

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

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

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

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

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

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

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: Daily Online

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Esquibel</td>
<td>747-2242</td>
<td>Monday 4:30-7:00</td>
</tr>
<tr>
<td></td>
<td>Room 110 TEC Bldg.</td>
<td>Wednesday 2:00-4:30</td>
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</tbody>
</table>


VI. Required Materials or Readings: Blackboard for Students

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

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

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

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

IX. New Mexico Initial Licensure requirements.

*ALP requirements:*
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

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   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

**X. Catalog Course Description:**

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

**XI. Course Objectives:**

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

**NEW MEXICO TEACHER COMPETENCIES – COMPENTENCIES FOR ENTRY LEVEL TEACHERS:**

Revised January 15, 2015
• Reflects on, analyzes, evaluates effects of choices/actions on others - students, parents, and other professionals in learning community, and will be able to use knowledge to improve learning process. (A-1)
• Is aware of need to actively seek out opportunities to grow professionally, including participation in professional organizations and development such as conferences, workshops, classes and research, and uses information to improve practices to become life-long learner. (A-2)
• Participates in process of researching educational issues and practices, applying them in classroom, and monitoring effects. (A-3)
• Understands educational decision-making process as advocate for children, school, district, and self. (A-4)
• Is aware of, and adheres to, state Professional Code of Ethics for Educators. (A-5)
• Demonstrates awareness of relevant legal requirements of teachers and schools. (A-6)
• Demonstrates awareness of local, state, and federal agencies and educational systems. (A-7)
• Provides a safe classroom environment where individual differences are respected. (C-4)
• Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (F-1)
• Is aware of the culture, history, and values of the community in which she/he teaches. (G-1)
• Understands, respects, and values central role that community and family play in learning process. (G-2)
• Understands that there must be reciprocal relationship between school and community. (G-3)
• Values and utilizes knowledge that all community members have something to contribute to classroom to assist educational process. (G-4)
• Recognizes that family and community can be used as teaching resources to enhance learning and children’s self value. (G-5)
• Communicates to parents and community members student progress, important events, and school activities. (G-6)
• Understands importance of inviting parents and community members to participate in the classroom. (G-7)
• Conveys and demonstrates to students the importance of being an active part of the community. (G-8)

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

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of
these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
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</thead>
<tbody>
<tr>
<td>Module 1; Week 1</td>
<td>Introductions</td>
<td></td>
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<td>SLO: 4</td>
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<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 SLO 2, 3</td>
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Revised January 15, 2015
<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Issue/Topic</th>
<th>Discussion Entry and Reflection</th>
<th>Learning &amp; Application Paper</th>
<th>SLO:</th>
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<tbody>
<tr>
<td>3; Week 3</td>
<td></td>
<td>Learning to Teach</td>
<td>C-4</td>
<td>Discussion Entry</td>
<td>D: 1, 2, 3 SLO: 1</td>
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<td>4; Week 4</td>
<td></td>
<td>Ideas &amp; Events Shaping Education</td>
<td>A-1; A-7</td>
<td>and Reflection</td>
<td>D: 1, 2, 3 SLO: 1</td>
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<tr>
<td>5; Week 5</td>
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<td>Social Realities</td>
<td>A-7; G-4, G-5; G-6, G-7; G-8</td>
<td>Personal Philosophy of Education</td>
<td>K: 7, 9 SLO: 1</td>
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<td>6; Week 6</td>
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<td>Ethical &amp; Legal Issues</td>
<td>A-5; A-6</td>
<td>Code of Ethics</td>
<td>D: 1, 2, 3 SLO: 1, 2</td>
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<tr>
<td>7; Week 7</td>
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<td>Diverse Learners</td>
<td>A-1; C-4; F-1; G-1; G-2; G-3</td>
<td>IRIS Module: Teaching &amp; Learning In NM</td>
<td>D: 1, 2, 3 K: 2, 7, 9 SLO: 1, 3</td>
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<tr>
<td>8; Week 8</td>
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<td>Addressing Learners’ Needs</td>
<td>C-4; F-1; G-2; G-3</td>
<td>Observation Report and Critical Reflection</td>
<td>D: 1, 2, 3 K: 2, 4, 9 SLO: 1</td>
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<td>9; Week 9</td>
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<td>Authentic Instruction</td>
<td>C-4I; G-4, G-5; G-6, G-7; G-8</td>
<td>Website Review</td>
<td>D: 1, 2, 3 K: 2, 4 SLO: 4</td>
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<td>10; Week 10</td>
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<td>Curriculum Standards, Assessment &amp; Student Learning</td>
<td>C-4; G-2; G-3</td>
<td>Discussion Entry</td>
<td>S: 2 K: 1, 3, 4, 5 SLO: 1</td>
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<td>11; Week 11</td>
<td></td>
<td>Teachers as Education Leaders</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
<td>Discussion Entry</td>
<td>K: 3, 6, 8, 0 SLO:1</td>
</tr>
<tr>
<td>12; Week 12</td>
<td></td>
<td>Your Induction into Teaching</td>
<td>A-1; A-2; A-3; A-4</td>
<td>Discussion Entry</td>
<td>K: 6, 8, 9 SLO: 2</td>
</tr>
<tr>
<td>13; Week 13</td>
<td></td>
<td>Integration Project</td>
<td>A-1; A-2; A-3; A-4: G-8</td>
<td>Final Presentations</td>
<td>SLO: 1</td>
</tr>
<tr>
<td>Module</td>
<td>Integration</td>
<td>A-1; A-2; A-3; A-4;</td>
<td>Final Presentations</td>
<td>SLO: 1</td>
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</tbody>
</table>
XIII. Assignment Descriptions/Assessment Criteria:

For each type of assignment listed in X, write a description of the expectations for that assignment. Each assignment should have criteria for assessment, e.g., a rubric, a checklist, a general writing rubric, requirements for length and content.

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

- Professional Competency-Based Assignments 50%
- Field Lab Experience Log Sheet 10%
- Classroom Disposition Checklist (Faculty) 5%
- Field Placement Disposition Checklist (Mentor) 5%
- Self-Assessment Disposition Checklist 5%
- Discussion Board 25%

Scrapbook of Assignments/Presentation

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

- Journal Entries/Activating Events online
- Assignments

Discussion Entries/Activating Event:

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

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

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

Module Assignments (Labeled Class Project in the online course environment):

In order to honor various learning styles, students can select one of two assignments for the modules when these assignments are due. A detailed description of the assignments can be found in the Class Projects section of the course. Assignments are due on the dates specified in the Foundations of Education Schedule online. A one-
A week grace period will be allowed, but after that, assignments will be considered late and late penalties will be applied.

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

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

**Final Scrapbook Presentation and Course Reflection**

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

The grading criteria for this project include:

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

**Course Reflection & Grade Proposal**

At the end of the semester you will submit a final paper that will include:

- Learning: a description of no more than 2 pages single spaced of key areas of learning and the process by which your thinking shifted (or didn’t!) during the semester. The learning description will align to entry level competencies.

**Required Courses for Competency Based Collection of Artifacts:**

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

B.) Required Professional Competency-Based Artifact Rubric

The final paper required for the final module’s class project, your field experience log sheet and disposition sheets are artifacts collected from this course and placed in your file. The rubric for this and all assignments can be found in Blackboard’s learning environment.
C. Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases

XV. Late Work:
The course is calendar-paced. Your work is due on the date indicated on the syllabus and within Blackboard.

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

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

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

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

Grading:

Revised January 15, 2015
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

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

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

I. Credit Hours: 3

II. Semester Taught: Spring

III. Course Time and Place: Mondays 7:00 pm TEC107 & NNMC Blackboard

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Esquibel</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>747-2242 <a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></td>
<td>M: 4:30-7:30</td>
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<tr>
<td></td>
<td></td>
<td>W: 2:00-4:30</td>
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</table>

V. Required Text:


VI. Required Materials or Readings:
*I will provide you with a copy of this text for use in the course:*


NNMC Online Free Online Readings

**REQUIRED COURSE MATERIALS:**

- 1 copy of the New Mexico Content Standards and Benchmarks
- 1 copy of common core ELA Standards
- Regular Access on NNMC Online
- Placement at an NNMC Approved Field Experience Site
- Purchase and complete the State Reading Test: Preparation Test Only if this is your final reading course at NNMC:

Revised January 15, 2015
VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

VIII. Attendance:
Attendance is required for all class sessions. You are also expected to complete each module discussion and assignments. More than 2 absences from our weekly class sessions will result in a one-letter reduction of your final class grade. Four absences will result in a two-letter reduction of your final class grade. More than four absences will result in a failing grade.

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

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

IX. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment *within the first semester of enrollment in the program*. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above)* before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Course Description:
This course provides a conceptual framework for understanding the growth of language development throughout the elementary years. You will be introduced to instructional strategies to build reading, writing, and speaking abilities. The course will address literacy differences through a literature-based approach to instruction, focusing on cognitive, affective, social, and cultural factors that created differences in literacy abilities. State standards and benchmarks are incorporated into this course. You will be required to do field work. Prerequisite: ENG 112 and ED 201 with grades of C or better. (3, 3T+0S) Co-require: ED 411.

XI. Course Objectives:
NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS

b.1 Understands learning theory, subject, and curriculum development; uses this knowledge in planning instruction to meet curriculum goals

b.9 Plans/uses assessment strategies/instruments appropriate to learning outcomes evaluated.

d.1 Understands/uses formal/informal assessment strategies to evaluate/ensure continuous intellectual, social, physical, aesthetic dev. of learner.

d.11 Demonstrates familiarity with variety of assessment tools, including portfolios, performance-based assessment, student writing.

f.1 Understands how students differ in their approaches to learning.

j.a a. Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:
   i. research on reading;
   ii. how children learn to speak, read, write, and listen;
   iii. cultural, linguistic, environmental, and physiological factors in reading and language arts development;
   iv. children’s developmental processes;
   v. characteristics of proficient and non-proficient readers;
   vi. relationship between oral and written language;
   vii. language structure including graphophonics, semantics, syntax, and pragmatics systems.
   vii. writing instruction, including: different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;

j.b b. Assessment:
i. The teacher understands the use of classroom reading assessment to diagnose students' instructional needs and modify instruction appropriately.

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

j.c Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:

i. oral language development;

ii. phonemic awareness and phoneme manipulations, such as blending, segmentation, and substitution;

iii. phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;

iv. vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students' experiences;

v. comprehension strategies, including: instruction on predicting, rereading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

XII. Class Topics, NM Teacher Competencies and Assignments:

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

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

Revised January 15, 2015
College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topic/Text Chapter (See hybrid online course for calendar based topics)</th>
<th>Competency</th>
<th>Tentative Assignment (Course Learning Modules for specific assignments aligned to each of the modules)</th>
<th>Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework NNMC SLO</th>
</tr>
</thead>
</table>
| Module 1 Week of 1/25 | Introduction, Syllabus, Reading Theories, Historical Perspectives, Language Acquisition, and Reading Models | b-1, b-9   | On campus:  
1. Introductions  
2. Complete field experience requests  
3. Syllabus Review and Course Requirements  
4. Organize for Meeting dates for ED411                                                                                           | K-6-9, D1-3                                                                          |
<table>
<thead>
<tr>
<th>Module</th>
<th>Week of</th>
<th>Reading Standards</th>
<th>Assignment</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1/25</td>
<td>2</td>
<td>State and National Reading Standards</td>
<td>b-1, b-9</td>
<td>On campus: 1. We will not meet on campus this week. Online: 1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Common Core ELA Standards Scavenger Hunt Assignment Due on Sunday 3. Complete the pre-test of your phonics text and bring to class on Wednesday</td>
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<td>2/2</td>
<td>3</td>
<td>Essential Components of Reading Instruction, Becoming an Effective Teacher of Reading: Characteristics of Effective Teachers</td>
<td>j- a I, ii, iii, iv, iv, j-c, I, ii, iii, iv, v</td>
<td>On-Campus 1. Come to class having read Chapter 1. 2. Chapter quiz. 3. Lecture and Discussion 4. Quiz retake Online: 1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment 3. Module 1-3 Online Journal Entry due by Sunday of this week.</td>
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<td>2/9</td>
<td>4</td>
<td>Teaching the Reading &amp; Writing Process</td>
<td>j- a I, ii, iii, iv, iv, j-c, I, ii, iii, iv, v</td>
<td>On-Campus 1. Come to class having read Chapter 2. 2. Lecture and Discussion 3. Quiz Online: 1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
</tr>
<tr>
<td>Module 5</td>
<td>Early Literacy</td>
<td>Three Stages of Reading and Writing</td>
<td>Brief Overview of Early Literacy Screening Indicators: Concepts of Print and DIBELS</td>
<td>j-a i, ii, iii, iv, v</td>
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<td>5 Week of 2/16</td>
<td>2. Assignment</td>
<td>3. Journal Entry Due</td>
<td>On-Campus</td>
<td>1. Come to class having read Chapter 4. 2. Chapter quiz. 3. Lecture and Discussion</td>
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<td>Online:</td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment 3. Module 5 Journal Entry due by Sunday</td>
</tr>
<tr>
<td>Module 6</td>
<td>Cracking the Alphabetic Code: Phonemic Awareness</td>
<td>j c: i, ii, iii</td>
<td>On-Campus</td>
<td>1. Come to class having read Chapter 5. 2. Chapter quiz. 3. Lecture and Discussion</td>
</tr>
<tr>
<td>6 Week of 2/23</td>
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<td>Online:</td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment</td>
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<tr>
<td>Module 7</td>
<td>Phonemic Awareness: Instructional Strategies</td>
<td>j c: i, ii, iii</td>
<td>On-Campus</td>
<td>1. Come to class having read the chapter. 2. Chapter quiz. 3. Lecture and Discussion</td>
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<tr>
<td>7 Week of 3/2</td>
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<td>Online:</td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment</td>
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<tr>
<td>Module 8</td>
<td>Cracking the Alphabetic Code: Phonics &amp; Word Analysis Instructional Strategies</td>
<td>j c: i, ii, iii</td>
<td>On-Campus</td>
<td>1. Come to class having read Chapter 6. 2. Chapter quiz. 3. Lecture and Discussion</td>
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<tr>
<td>8 Week of 3/9</td>
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<td></td>
<td>Online:</td>
<td>1. Online discussion: Initial discussion due on Wednesday before class, final</td>
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Revised January 15, 2015
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<tr>
<th>Module</th>
<th>Week</th>
<th>Topic</th>
<th>Journal Entry Due</th>
<th>Notes</th>
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<tbody>
<tr>
<td>9 Week of 3/23</td>
<td>Module 9</td>
<td>Developing Fluent Readers and Writers: Instructional Strategies to teach word identification and fluency</td>
<td>j-a l, ii, iii, iv, v</td>
<td>On-Campus 1. Come to class having read Chapter 6. 2. Chapter quiz. 3. Lecture and Discussion Online: 1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment 3. Module 6, 7, 8 Journal Entry Due by this Sunday. K1-4, SLO1</td>
</tr>
<tr>
<td>10 Week of 3/30</td>
<td>Module 10</td>
<td>Vocabulary: Expanding Students’ Knowledge of Words</td>
<td>j, iv</td>
<td>On-Campus 1. Come to class having read Chapter 7. 2. Chapter quiz. 3. Lecture and Discussion Online: 1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment 3. Module 9 Journal Entry Due K1-4, SLO1</td>
</tr>
<tr>
<td>11 Week of 4/6</td>
<td>Module 11</td>
<td>Facilitating Student’s Comprehension: Reader Factors</td>
<td>j-5</td>
<td>On-Campus 1. Come to class having read Chapter 8. 2. Chapter quiz. 3. Lecture and Discussion Online: 1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday. 2. Assignment 3. Module 10 Journal Entry Due K1-4, SLO1</td>
</tr>
<tr>
<td>12 Week of</td>
<td>Module 12</td>
<td>Comprehension: Text Factors</td>
<td>j-5</td>
<td>On-Campus 1. Come to class having read Chapter 9. 2. Chapter quiz. K1-4</td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Week of</td>
<td>Assessing Students’ Literacy Development: Formal assessments: DIBELS Screener and qualities of the NMSBA</td>
<td>b-9, d-1, d-11, j-b: l, ii, h-9, h-11</td>
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<td>4/13</td>
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<td>3. Lecture and Discussion</td>
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<td>5. Assignment</td>
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<td>Module 13</td>
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<td>4/20</td>
<td>Assessing Students’ Literacy Development: Informal assessments: The QRI, Running Records and Miscue Analysis</td>
<td>b-9, d-1, d-11, j. b, l, ii, h-9, h-11</td>
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<td>1. Come to class having read Chapter 3.</td>
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<td>2. Chapter quiz.</td>
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<td>Online</td>
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<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
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<td>2. Assignment</td>
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<td>Module 14</td>
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<td>4/27</td>
<td>Organizing for Instruction</td>
<td>b1, b4, b9,</td>
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<td>1. Come to class having read Chapter 10.</td>
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<td>2. Chapter quiz.</td>
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<td>3. Final Projects: Group 3</td>
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<td>Online</td>
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<td>1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.</td>
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<td>2. Assignment</td>
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<td>Module 15</td>
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<td>5/4</td>
<td>Differentiating Reading and Writing</td>
<td>j-a, b, c</td>
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<td>1. Come to class having read Chapter 11.</td>
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<td>Online</td>
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<td>2. Assignment</td>
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<td>Module</td>
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16 Week of 5/4  

**Instruction-Final Projects (Putting It All Together)**  

|   | 2. Chapter quiz.  
|   | 3. Lecture and Discussion  
|   | 4. Final Projects: Group 3  

**Online:**  

1. Online discussion: Initial discussion due on Wednesday before class, final discussion due on Sunday.  
2. Module 16 Journal Entry Due

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### XIII. Assignment Descriptions/Assessment Criteria:

For each type of assignment listed in X, write a description of the expectations for that assignment. Each assignment should have criteria for assessment, e.g., a rubric, a checklist, a general writing rubric, requirements for length and content.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Competency-Based Collection of Artifacts*</td>
<td>20%</td>
</tr>
<tr>
<td>Field Lab Experience Log Sheet</td>
<td>50%</td>
</tr>
<tr>
<td>Classroom Disposition Checklist (Faculty)</td>
<td>5%</td>
</tr>
<tr>
<td>Field Placement Disposition Checklist (Mentor)</td>
<td>5%</td>
</tr>
<tr>
<td>Self-Assessment Disposition Checklist</td>
<td>5%</td>
</tr>
<tr>
<td>Additional Artifact(s)</td>
<td>15%</td>
</tr>
</tbody>
</table>

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

#### Required Courses for Competency Based Collection of Artifacts:

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

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

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

Grading will be based on class attendance and acceptable completion of class assignments. Rubrics for your structured assignments, lesson plans and discussion board participation can be found online on the homepage. Be sure to review the online rubrics, to the homepage along with a copy of the syllabus.

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes, and Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a.)</td>
<td>Quizzes are multiple choice and/or essay questions and based on the chapter(s) assigned. Assignments demonstrate your understanding of the content covered in the module.</td>
<td>Weekly by the end of our face-to-face session</td>
</tr>
<tr>
<td>(b.)</td>
<td>Each module contains either a quiz or an assignment as part of the final project for that module.</td>
<td>Assignments 20%</td>
</tr>
<tr>
<td>Reflection Journaling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a.)</td>
<td>Grading Based on Journal Rubric</td>
<td>Weekly by Sunday @11:59 p.m.</td>
</tr>
<tr>
<td>(b.)</td>
<td>A Journal Response is required per online module.</td>
<td>Final Class Meeting</td>
</tr>
<tr>
<td>Final Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a.)</td>
<td>Working with a classmate(s), you will be assigned a grade level and prepare a thorough National Standards-based 90 Minute Reading Block and will present that to the rest of the class</td>
<td>Final Class Meeting</td>
</tr>
<tr>
<td>(b.)</td>
<td>a rubric is provided for this project</td>
<td>Online Course Discussions</td>
</tr>
<tr>
<td>Online Course Discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a.)</td>
<td>Rubric Based Discussion Board Participation Required.</td>
<td>Wednesday by 11:59 and Sundays by 11:59 p.m.</td>
</tr>
<tr>
<td>(b.)</td>
<td>For each module, students are required to respond to the instructor’s prompt and respond to the response of at least two other students.</td>
<td>Final Assessment</td>
</tr>
<tr>
<td></td>
<td>Submit your test preparation score to your instruction.</td>
<td>Final Assessment</td>
</tr>
</tbody>
</table>
With at least a one page reflection of the content you still feel you need to understand in order to pass the State reading assessment.


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

XIV. Internet sites or databases

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

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

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

XVIII. Personal Responsibility:

Revised January 15, 2015
All students attending NNMC must take personal responsibility for complying with all institutional, COE Program Policy, and course requirements.

XIX. Grading Scale:

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

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

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

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

3. **Teaching**: The teacher candidate communicates with and obtains feedback from students in a manner that 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
I. CREDIT HOURS: 1

II. SEMESTER TAUGHT: Spring

III. COURSE TIME: Students will meet online or in person weekly. The co-requisite ED410. Meeting Dates: TBA

IV. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

V.

VI. COURSE DESCRIPTION:
The students will participate in supervised observation and practice in teaching reading strategies and developing reading materials for reading students at the elementary level. Thirty-two hours are required in this placement. The students will be placed in a scheduled reading instructional time in one of the following types of program: Title I, Reading Intervention, and/or in a regular classroom setting during the scheduled reading block. Co-requisite: ED410 Teaching and Diagnosis of Reading.
VII. NEW MEXICO TEACHER COMPETENCIES – COMPETENCIES FOR ENTRY LEVEL TEACHERS:

b.1 Understands learning theory, subject, and curriculum development; uses this knowledge in planning instruction to meet curriculum goals.

b.4 Creates short- and long-term plans that are linked to student needs, performance, and learning styles.

b.9 Plans/uses assessment strategies/instruments appropriate to learning outcomes evaluated.

d.1 Understands/uses formal/informal assessment strategies to evaluate/ensure intellectual, social, physical, aesthetic development of learner.

d.11 Demonstrates familiarity with variety of assessment tools, including portfolios, performance-based assessment, student writing.

f.1 Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

h..9 Understands the social, emotional, physical, and academic needs of students with exceptionalities.

h..11 Assists students with exceptionalities to have positive experiences in the regular classroom.

J-a a. Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to:
   i. research on reading;
   ii. how children learn to speak, read, write, and listen;
   iii. cultural, linguistic, environmental, and physiological factors in reading and language arts development;
   iv. children’s developmental processes;
   v. characteristics of proficient and non-proficient readers;
   vi. relationship between oral and written language;
   vii. language structure including graphophonics, semantics, syntax, and pragmatics systems.
   viii. writing instruction, including different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing;

j.b b. Assessment:
   i. The teacher understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately.
   ii. The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.

j.c Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:
   i. oral language development;
   ii. phonemic awareness and phoneme manipulations, such as blending,
segmentation, and substitution;
iii. phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing;
iv. vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences;
v. comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

IX. REQUIRED TEXT:


X. INSTRUCTOR INFORMATION

| INSTRUCTOR: | COMMUNICATIONS: | OFFICE HOURS: |
XII. CLASS TOPICS AND ASSIGNMENTS
College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and NNMC’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topic/Text Chapter (See hybrid online course for calendar based topics)</th>
<th>Competency</th>
<th>Assignment (Course Learning Modules for specific assignments aligned to each of the modules)</th>
<th>Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1&lt;br&gt;Week of Jan. 26</td>
<td>Introduction, Syllabus, Reading Theories, Historical Perspectives, Language Acquisition, and Reading Models</td>
<td>b-1, b-9</td>
<td>(1) In-class orientation and field requests</td>
<td>K-6- 9, D1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2) Phonics and linguistic Analysis Self-Assessment</td>
<td></td>
</tr>
<tr>
<td>Module 2&lt;br&gt;Week of Feb. 9</td>
<td>State and National Reading Standards</td>
<td>b-1, b-9</td>
<td>(1) In-class orientation and field requests</td>
<td>K-1-4, K- 7, D1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2) One observation of a 90 minute reading block</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(3) Phonics and Linguistic Analysis Self-assessments must be completed by this week. Bring your self-assessments to class on this day.</td>
<td></td>
</tr>
<tr>
<td>Module 3&lt;br&gt;Week of Feb. 9</td>
<td>Essential Components of Reading Instruction, Becoming an Effective Teacher of</td>
<td>j- a, i, ii, iii, iv, j-c, i, ii, iii, iv, v</td>
<td>(1) Three hours field observation of a 90-minute reading block.</td>
<td>K 1-7, D1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2) Focused Observation 1</td>
<td></td>
</tr>
<tr>
<td>Module 4</td>
<td>Week of Feb. 16</td>
<td>Characteristics of Effective Teachers</td>
<td>j-a, i, ii, iii, iv, v</td>
<td>Three hours field observations of two 90-minute reading blocks. Focused Observation 1</td>
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<tr>
<td>Module 5</td>
<td>Week of Feb. 23</td>
<td>Teaching the Reading &amp; Writing Process</td>
<td>j-a, i, ii, iii, iv, v</td>
<td>Three hours field observations of two 90-minute reading block.</td>
</tr>
<tr>
<td>Module 6</td>
<td>Week of March 2</td>
<td>Assessing Students’ Literacy Development: Formal assessments: DIBELS Screener and qualities of the NMSBA</td>
<td>j-c, i, ii, iii</td>
<td>Three hours field observations of two 90-minute reading blocks. Focused Observation 3</td>
</tr>
<tr>
<td>Module 7</td>
<td>Week of March 9</td>
<td>Early Literacy Three Stages of Reading and Writing Brief Overview of Early Literacy Screening Indicators: Concepts of Print and DIBELS</td>
<td>j-c, i, ii, iii</td>
<td>Complete the Consonant Section of the Phonics Text (page 27-85)</td>
</tr>
<tr>
<td>Module 8</td>
<td>Week of March 23</td>
<td>Cracking the Alphabetic Code: Phonemic Awareness</td>
<td>j-c, i, ii, iii</td>
<td></td>
</tr>
<tr>
<td>Module 9</td>
<td>Week of March 30</td>
<td>Phonemic Awareness: Instructional Strategies</td>
<td>j-c, i, ii, iii</td>
<td></td>
</tr>
<tr>
<td>Module 10</td>
<td></td>
<td>Cracking the Alphabetic Code: Phonics &amp; Word Analysis Instructional Strategies</td>
<td>j-a, i, ii, iii, iv, v</td>
<td>Three hours field observations of two 90-minute reading blocks.</td>
</tr>
<tr>
<td>Module 10</td>
<td></td>
<td>Developing Fluent Readers and</td>
<td>j, iv</td>
<td>Three hours field observations of two 90-minute reading blocks. (Twenty-four (24) hours should</td>
</tr>
<tr>
<td>Week of April 6</td>
<td><strong>Writers:</strong> Instructional Strategies to teach word identification and fluency</td>
<td>have been observed thus far.)</td>
<td></td>
<td></td>
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<td>------------------------------------------------------------------------------</td>
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<tr>
<td>Module 11 Week of April 13</td>
<td>Vocabulary: <strong>Expanding Students’ Knowledge of Words</strong></td>
<td>j-5 One observation of a 90 minute reading block. Focused Observation 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 12 Week of April 20</td>
<td><strong>Facilitating Student’s Comprehension:</strong> <strong>Reader Factors</strong></td>
<td>j-5 One observation of a 90 minute reading block.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 13 Week of April 27</td>
<td><strong>Comprehension:</strong> <strong>Text Factors</strong></td>
<td>b-9,d-1, d-11, j-b: i, ii, h-9, h-11 One observation of a 90 minute reading block.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 14 Week of May 4</td>
<td><strong>Assessing Students’ Literacy Development:</strong> Informal assessments: The QRI, Running Records and Miscue Analysis</td>
<td>b-9, d-1, d-11, j, b, i, ii, h-9, h-11 One observation of a 90 minute reading block. Complete the Structural Analysis of your Text (page 185-209 of your text)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 15 Week of May 4</td>
<td><strong>Organizing for Instruction</strong></td>
<td>b1, b4, b9 One observation of a 90 minute reading block. Focused Observation 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 16 Week of May 4</td>
<td><strong>Differentiating Reading and Writing Instruction-</strong> <strong>Final Projects (Putting It All Together)</strong></td>
<td>j-a, b, c One observation of a 90 minute reading block. Complete the Self Assessment by the Final Week of Class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**XIII. COURSE REQUIREMENTS/ GRADING CRITERIA**

Utilize the required 37.5 hours with the following activities (Three hours (3) will be completed during in-class meetings. I will sign your logs reflecting these hours. Thirty-four and a half (34.5) hours will be competed in the field. Your field experience cooperating teacher will sign your field observation logs reflecting these 37.5 hours.)
(a) **Standard Observation:**

Students are required to complete weekly *unstructured* observations & reflections of reading instruction in the classroom or in special reading programs using the NNMC College of Education Lesson Plan Observation and reflection Sheet. Students are required to spend between 1 and ½ hours-3 hours at the field site per week during the scheduled reading block. During standard observation weeks, students are expected to actively observe the classroom teacher as the reading lesson is presented to students. Students are expected to actively observe the elementary pupils’ response to the lesson and their participation in activities related to the reading block. If the cooperating teacher allows, you may support students in one-to-one or small group reading assistance setting.

After each standard observation, you are required to: (I.) complete a journal entry for each standard weekly field observations, and (II.) complete a lesson reflection form using NNMC’s observation form.

(b) **Focused Observations:**

Some modules require *focused observations* that are aligned to module content. These focused observations may include designing and presenting reading lessons one-on-one or with small groups during the reading block and assisting the cooperating teacher with small reading groups or with individual students, and/or interviewing teachers. After each focused observation, you are required to: (1) complete a journal entry for each standard weekly field observations, and (2) if applicable, complete a lesson reflection form using NNMC’s observation form.

(c) **Field Experience Log and Disposition Checklist:**

Students will be required to submit a field experience time log reflecting at least 33 hours of field experience and a disposition checklist. The disposition checklist and field experience log will be completed and signed by the cooperating teacher.

(d) **Completion of Phonics and Linguistic Analysis for the Teacher of Reading Workbook**

Students are required to complete the self-assessments and final assessments and all pages in between in the text: Phonics and Linguistic Analysis for the Teacher of Reading following the pace outlined in the syllabus. Submit the workbook with your field observation binders to your instructor the final week of class.

**Focused Observation #1:**

This observation should focus on the whole classroom. What kind of learning environment has the teacher created for learners? What are the qualities of the environment? How does this environment support literacy development (i.e. classroom...
library, literacy independent learning centers, literacy-based display, etc)? How does the classroom environment demonstrate what the teacher values in terms of literacy development? How does the classroom environment demonstrate what the students value in terms of their literacy development? How would you adjust the environment in order to integrate elements you deem missing based on your reflections thus far? How has the observation changed your thinking about the kind of learning environment you’ll create for your students?

**Focused Observation #2:**

What is the role of language in the classroom? To what extend is the setting rich in language? How are students encouraged to use literacy, language and language to learn? How has this observation informed your thinking about the role of language in learning to read and write?

**Focused Observation #3:**

What is the role of phonemic awareness in the classroom? How do students demonstrate their level of linguistic analysis in the classroom? After obtaining the classroom teacher’s permission by having him/her sign your lesson plan, teach your phonemic awareness lessons to 1-3 students. Reflect on your teaching and the students learning. What worked? What didn’t work? How do you know? How would you adjust your teaching to ensure that all students learn the stated objectives?

**Focused Observation #4:**

Think about the reading instruction you observe in your field placement classroom. Which stage of the reading process does your cooperating teacher engage in most often? Which is used the least? Why do you think this is? How is phonics instruction taught in the classroom? How do you think teachers decide which type of reading to do with his/her students? Develop at least 5-8 questions do better understand how reading in general is taught and how the teachers ensures that phonic instruction is included in the lesson. Interview your cooperating teacher to gain additional insight into these questions. Include your questions and interview responses in your field journal. How has this observation informed your thinking about the role of phonics instruction?

**Focused Observation #5:**

After reading about the four ideas for word identification (see page 197-206), ask your cooperating teacher how s/he makes sure that all students have equal access and opportunity to learn new words. Does s/he have experiences that support the strategies described? Contemplate how a new teacher might learn from these experiences. Informally listen to and evaluate at least three students read in your field experience classroom. Use the four components of reading fluency from page 209 to help you evaluate each student as a reader. How has this observation informed your thinking about the role of vocabulary instruction?

**Focused Observation #6:**
Observe in one or more elementary classrooms during reading instruction. Try to determine what the classroom teacher is doing to facilitate comprehension in her/his students. Keep a list within your notes to share with your classmates.

Select a more capable reader and a less capable reader from your field placement classroom (you might want to ask your cooperating teacher for suggestions on whom to select). Interview each of them, asking them about their reading habits and attitudes. Listen to each read. Write a comparative analysis to describe your findings. (Analyze the students ability to comprehend what they read & compare the students' comprehension abilities.) How has this observation informed your thinking about the role of comprehension instruction?

Focused Observation #7:

Borrow a basal reading teacher's guide from your cooperating teacher or another teacher in the school. If you feel that you can't borrow a basal teacher's guide, let me and you may borrow one of mine. Compare and contrast the basal with the five components listed on page 326 of the 2010 text edition and the essential components found in Putting Reading First. Describe how this particular basal measures up to the five essential components of literacy instruction.

Journal Format

First page - Include your name, the name of the school you visited, the name of the teacher you visited, and all the dates and times of your visits.

Second page - Log sheet (Use NNMC’s College of Education Field Experience Log)

Third, fourth, etc., pages - This is where you record your observations for each day. Use one page per day.

The format for your observations pages should be as follows:

a) Date of visit

b) Name of teacher observed

c) Kind of class observed

d) Activities the class is engaging in; any pertinent observations or events; any events or activities that relate to topics discussed in class or in your readings

e) Reflections on your experiences. Reflect on your experiences, relating them to
what you expect from teaching, your own experiences in school, and what you have studied in class. THIS IS VERY IMPORTANT. Your reflections must be separate from your observations, but on the same page.

Therefore, each day of your observation should contain the information in a - d, in the upper part, and your reflections on the day on the lower half.

**Appendix to your Journal:**

In this Appendix, the student will describe his/her experiences if participating in activities 1 – 4. See below. Include artifacts in this section of your binder including QRI-4 completed assessment forms and observation artifacts.

In addition to classroom observations, and if the field site approves, teacher candidates in this class may:

1. Attend a faculty, department, instructional team, or School Improvement Team meeting, or interview a member of any of the above.

2. Collect data on student learning, analyze the data, reflect on prior teaching, and develop strategies for improving learning/behavior.
   OR
   Discuss with the Cooperating Teacher how this process is done.

3. Describe or use instructional strategies that engage all students in the learning process.

4. Identify the multiple literacy assessment tools (both formal and informal) used by the Cooperating Teacher to (a) determine areas that need improvement and (b) to develop a plan of improvement for students.

5. Identify teacher behaviors, rules, teaching materials, or other items you would use in your teaching of reading.

**XIV. GRADING SCALE:**
Grading will be based on class attendance and **acceptable completion** of class assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard and Focused Field Observations</td>
<td>Final Week of Class</td>
<td>50%</td>
</tr>
<tr>
<td>Grading: Field Experience Requirement Rubric Included Below</td>
<td>Final</td>
<td>NNMC SLO 1</td>
</tr>
<tr>
<td>Completion of entire Phonics and</td>
<td>Final</td>
<td>25%</td>
</tr>
</tbody>
</table>
### Linguistic Analysis Workbook

**Grading:** Pass/Fail: An incomplete workbook will result in a failing grade

<table>
<thead>
<tr>
<th>Week of Class</th>
<th></th>
</tr>
</thead>
</table>

### Time Log and Dispositions Checklist

**Grading:** Pass/Fail: A non-submission of the log and/or dispositions form or a log reflecting fewer than 33 hours will result in a failing grade.

<table>
<thead>
<tr>
<th>Final Week of Class</th>
<th>25%</th>
</tr>
</thead>
</table>

### Grading Scale

- A = 90% to 100%
- B = 80% to 89%
- C = 70% to 79%
- D = 60 to 69%
- F = under 60%

---

## XV. ASSESSING STUDENT COMPETENCIES:

**Observation & Critique of Reading Instruction:**

**Daily Observation Journal**

### Rubric for Evaluating Field Experience Requirements:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Format of Journal (Journal Style, Format, and Appendix)</th>
<th>Organization (well organized, easy to read and clearly outlined)</th>
<th>Grammar &amp; Mechanics</th>
<th>Completed NNMC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student followed few, if any, of the instructions – 0-15 points</td>
<td>The journal is unorganized - 0-15 points</td>
<td>Spelling, punctuation, and usage are so bad that it is difficult to understand what the student is writing - 0-15 points</td>
<td>Time log and/or</td>
</tr>
<tr>
<td></td>
<td>The student followed some of the instructions – 16-20 points</td>
<td>The journal is not easy to read, and is poorly organized -16-20 points</td>
<td>Fair spelling, punctuation and usage – 16-20 points</td>
<td>Time log reflects</td>
</tr>
<tr>
<td></td>
<td>The student followed most of the instructions points 21-25</td>
<td>The journal is moderately easy to read, and is somewhat organized -21-25 points</td>
<td>Good Spelling, punctuation, and usage -21-25 points</td>
<td>Time log reflects</td>
</tr>
<tr>
<td></td>
<td>The student followed the format instructions exactly 26-30 points</td>
<td>The journal is easy to read, and well organized 26 -30 points</td>
<td>Excellent spelling, punctuation and usage are excellent throughout the journal. 26-30 pts.</td>
<td>Time log reflects</td>
</tr>
</tbody>
</table>
### Log & Dispositions Checklist

<table>
<thead>
<tr>
<th>Experience Hours</th>
<th>Dispositions Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>Not included 0 pts</td>
</tr>
<tr>
<td>11-23</td>
<td>Completed 1-6 pts</td>
</tr>
<tr>
<td>24-32</td>
<td>Completed 7-9 pts</td>
</tr>
<tr>
<td></td>
<td>Completed 10 pts</td>
</tr>
</tbody>
</table>

#### XVI. LATE WORK
Your work is due on the date indicated on the syllabus. I will deduct 1 point for each day that your paper is late. If you are absent when an assignment is due, it is your responsibility to turn in the work the following business day. Do not wait until the next class to turn in your work, as this will substantially decrease your grade. In case of an emergency, you can e-mail me your assignment. Each student is responsible for maintaining copies of all completed assignments. Because humans and computers are not error-proof, I advise that you save often when writing papers, and once completed, save one copy to disk and one as a hard copy.

#### XVII. SPECIAL NEEDS:
NNMCC is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course by the second class meeting. The Special Needs liaison's phone number is 505-747-2152.

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

#### XIV. INCOMPLETE POLICY:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is your responsibility to complete the work according to the parameters of the deadline. The college's computer automatically changes an “I” to a “F” when the deadline passes.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3 (3T + 0L)

II. Semester Taught: Spring 2015

III. Course Time and Place: Thursdays, 6:30 pm – 9:05 pm, at TEC-109

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raul R. Peralta</td>
<td>Northern New Mexico College, High Tech Bldg., Office 121. Telephone: (505) 747-5497</td>
<td>Fridays from 3:00 to 6:00 PM</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:rperalta@nnmc.edu">rperalta@nnmc.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

V. Required Text:

VI. Required Materials or Readings:
Papers presented in section VII--Internet sites and databases.

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

VIII. Attendance:

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

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

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment *within the first semester of enrollment in the program.* Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test* (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent applications from being considered. In addition, failure to take/pass the exam will prevent applicants registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary Education (Subtests I and II)
   b. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Course Description:

This course is designed to prepare you to teach the National Council of Teachers of Mathematics Standard 3, K-8, Geometry, and Standard 4, K-8, Measurement. You will also address NCTM Standard 5, K-8, Data Analysis and Probability, integrated with NM Standards 6, 7, 8, 9, and 10. Problem Solving, Reasoning and Proof, Communications, Connections and Representations. You will be assessed based on performance measures designed to demonstrate mastery of mathematical concepts. You will participate in seminars and observe 10 hours of classroom instruction in the field. Prerequisite: ED 201, 213, 322. (3, 3T+0L)
XI. **Course Objectives:**

This course provides to prospective teachers a direction and assistance for implementing math instruction for their students that allow them to develops mathematical confidence and competence. Specifically, the class is designed to help prospective teachers to:

- Deepen their knowledge and appreciation of mathematics, and presents an extensive collection of explorations for the content areas of the mathematics curriculum, such as, measurement, probability and statistics, geometry and spatial sense, logical reasoning, patterns, functions and algebra, and number and its operations.
- Understand how children learn mathematics for organizing an instructional math program and structuring lessons for cooperative and independent learning.
- Integrate assessment into classroom instruction to measure, accurately, the level of attainment of the students in the math topics they learn.
- Establish a classroom environment that supports children’s learning of mathematics, and develop children’s ability to think and reason mathematically, and help them learn the concepts and skills they need to do so.

*Common Core Standards for Mathematical Practices*

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

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

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

2. **CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

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

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

4. **CCSS.Math.Practice.MP4 Model with mathematics.**

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

5. **CCSS.Math.Practice.MP5 Use appropriate tools strategically.**

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

6. **CCSS.Math.Practice.MP6 Attend to precision.**

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

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

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

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

   Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing $25$ by $11$ that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope $3$, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity

Revised January 15, 2015
in the way terms cancel when expanding \((x - 1)(x + 1)\), \((x - 1)(x^2 + x + 1)\), and \((x - 1)(x^3 + x^2 + x + 1)\) might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

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

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

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

**College wide Learning Outcomes:**

1. **Ability to communicate clearly and effectively**
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. **Ability to think critically through analytical, inventive and creative means**
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. **Demonstrate commitment to address cultural, social, and ethical responsibilities**
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. **Demonstrate Proficiency in the use of Current Technology and Innovation**
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic
programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-22-15</td>
<td>• A perspective on arithmetic</td>
<td>1-l: a-d</td>
<td>Quiz 1, due date: 1-28-15 (Blackboard)</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9, Skill 1, 2 &amp; NNMC SLO #4</td>
</tr>
<tr>
<td></td>
<td>• Common arithmetic errors</td>
<td>2-l: a-e</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Number Sense</td>
<td>3-l: a-f</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Math Vocabulary</td>
<td>4-l: a, b</td>
<td></td>
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<tr>
<td></td>
<td>• Class Discussion</td>
<td>5-l: a-d</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>6-l: a-de</td>
<td>Quiz 2, due date: 2-4-15 (Blackboard)</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9, Skill 1, 2 &amp; NNMC SLO #1</td>
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<td></td>
<td></td>
<td>7-l: a-d</td>
<td>Paper discussion 1</td>
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<td></td>
<td>8-l: a-c</td>
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<td>9-l: a</td>
<td></td>
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<tr>
<td>1-29-15</td>
<td>• Children’s Literature</td>
<td>1-l: a-d</td>
<td>Homework 1, due date: 2-12-15 Paper discussion 2</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9, Skill 1, 2 &amp; NNMC SLO #4</td>
</tr>
<tr>
<td></td>
<td>• Linking assessment and instruction</td>
<td>2-l: a-e</td>
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<td></td>
<td>• Managing classroom instruction</td>
<td>3-l: a-f</td>
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<td>4-l: a, b</td>
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<td>5-l: a-d</td>
<td>Homework 2, due date: 2-19-15 (Blackboard)</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9, Skill 1, 2 &amp; NNMC SLO #4</td>
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<td></td>
<td>6-l: a-de</td>
<td>Quiz 3, due date: 2-19-15 (Blackboard)</td>
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<td>7-l: a-d</td>
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<td>8-l: a-c</td>
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<td>9-l: a</td>
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<tr>
<td>2-5-15</td>
<td>• Measurement</td>
<td>1-l: a-d</td>
<td>Homework 3, due date: 2-26-15 Reflection 1</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9, Skill 1, 2 &amp; NNMC SLO #4</td>
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<tr>
<td></td>
<td>• Probability and Statistics</td>
<td>2-l: a-e</td>
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<td></td>
<td>• Geometry and Spatial Sense</td>
<td>3-l: a-f</td>
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<td>4-l: a, b</td>
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<td>5-l: a-d</td>
<td>Homework 4, due date: 3-5-15 Paper discussion 3</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9, Skill 1, 2 &amp; NNMC SLO #1</td>
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<td>6-l: a-de</td>
<td>Quiz 4, due date: 3-5-15 (Blackboard)</td>
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<td>7-l: a-d</td>
<td>Paper discussion 3</td>
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<td>8-l: a-c</td>
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<td>9-l: a</td>
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<tr>
<td>2-12-15</td>
<td>• Logical Reasoning</td>
<td>1-l: a-d</td>
<td>Homework 5, due date: 3-12-15 Paper discussion 4</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9, Skill 1, 2 &amp; NNMC SLO #1</td>
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<td></td>
<td>• Patterns, Functions, and Algebra</td>
<td>2-l: a-e</td>
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<td></td>
<td>3-l: a-f</td>
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<td></td>
<td></td>
<td>4-l: a, b</td>
<td></td>
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<td></td>
<td>5-l: a-d</td>
<td></td>
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<tr>
<td>2-19-15</td>
<td>• Numbers and Operations</td>
<td>1-l: a-d</td>
<td>Homework 6, due date: 4-2-15 Paper discussion 5</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9, Skill 1, 2 &amp; NNMC SLO #4</td>
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<td>2-l: a-e</td>
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<td>3-l: a-f</td>
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<td>4-l: a, b</td>
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<td>5-l: a-d</td>
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<tr>
<td>2-26-15</td>
<td>• Teaching arithmetic--introduction</td>
<td>1-l: a-d</td>
<td>Mid-term exam, 3-12-15 Reflection 2</td>
<td>Knowledge 1, 2, 3, 4, 5, 6, 7, 8, 9, Skill 1, 2 &amp; NNMC SLO #2</td>
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<tr>
<td></td>
<td>• Beginning Number Concepts</td>
<td>2-l: a-e</td>
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<td>• Place value</td>
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<td></td>
<td>• Addition and Subtraction</td>
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<td>• Division</td>
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<td>• Extending Multiplication and Division</td>
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Revised January 15, 2015
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<td>- Decimals</td>
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<td>- Logical reasoning problems</td>
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<td>9-1: a</td>
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<td></td>
<td>Final exam, 5-14-15</td>
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</table>

XIII. Assignment Descriptions/Assessment Criteria:

- **Quizzes.** They consisting of multiple option questions, and each question has four available answers (a, b, c, or d,) and quizzes will be posted online on the Blackboard. Students have a week to submit their answers, and quizzes are open-book/open-notes evaluations.

- **Homework.** Evaluations composed of open-ended questions that will measure the level of attainment of the students in solving math problems. After the due date, the instructor will posted the homework solutions, and discuss with the students the results.

- **Paper discussions.** The instructor will assign one paper to every student enrolled in the class. The student will study, analyze, and present the paper to the class. The instructor will use the rubric presented in appendix A of the syllabus. The list of papers is presented in the next section--“Internet sites or databases.”

- **Reflections.** Students will observe 10 hours in a Math class and will elaborate a meaningful reflection about the different techniques used by their mentor teachers, and how the impact in the learning process. The instructor will posted on Blackboard guidelines for each reflection. The week before final exams, students will submit the "Field Lab Experience Log Sheet" and the Revised January 15, 2015
"Field Placement–Teacher Candidate Dispositions Checklist." In order to grade the reflections, the instructor will use the rubric presented in appendix B of this document.

**Grading Policy**

Field Lab Experience (10 hours of observation)
- Field Lab Experience Log Sheet 5%
- Field Placement – Teacher Candidate Dispositions Checklist 5%
- Reflections 25%

Homework and quizzes 20%
Paper discussions 5%
Midterm 20%
Final exam 20%

**XIV. Internet sites or databases**

- Standards for Mathematical Practice, available at: [http://www.corestandards.org/Math/Practice/](http://www.corestandards.org/Math/Practice/)
- Papers:
  - Why Isn't the Mathematics We Learned Good Enough for Today's Students?
  - Improving Student Achievement in Mathematics
  - Teaching and Learning 21st Century Skills - Asia Society
  - Effective Pedagogy in Mathematics
  - Learning Effectiveness Online: What the Research Tell Us
  - Mathematics Teaching for Understanding: Reasoning, Reading, and Formative Assessment

**XV. Late Work:**

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

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

XVII. NNMC Incomplete Policy:

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

XVIII. Personal Responsibility:

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

XIX. Grading Scale:

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

Grading:
99-100: A+
93-98: A
91-92: A-
89-90: B+
Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades. If you are going to use that in your grading be sure the grading scale reflects that grading system.

XX. Academic Ethics:

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

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
## Appendix A: Oral Presentation Rubric

Course: ____________________________________________  Student: ____________________________________________
Date: _______________________________________________  Overall Score: ____

<table>
<thead>
<tr>
<th>Objective</th>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Constantly looks at someone or some groups at all times.</td>
<td>Occasionally looks at someone or some groups during presentation.</td>
<td>Only focuses attention to one particular part of the class does not scan audience.</td>
<td>Does not attempt to look at audience at all, reads notes the entire time.</td>
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<tr>
<td>(Non-verbal skills)</td>
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<tr>
<td><strong>Posture (Non-verbal skills)</strong></td>
<td>Stands up straight with both feet on the ground.</td>
<td>Occasionally slums during presentation.</td>
<td>N/A</td>
<td>Sits during presentation or slumps.</td>
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<tr>
<td><strong>Visual presentation</strong></td>
<td>Slides clear and lettering large enough for the entire classroom.</td>
<td>Slide lettering is large enough for entire classroom, but some slides are unclear.</td>
<td>Slide lettering approaching acceptable size and some slides are unclear.</td>
<td>Slides are too busy or lettering too small. Too many slides.</td>
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<tr>
<td><strong>Completeness of Content</strong></td>
<td>Thoroughly explains all points.</td>
<td>Majority of points covered in depth, some points glossed over.</td>
<td>Majority of points glossed over.</td>
<td>One or more points left out.</td>
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<tr>
<td><strong>Time frame</strong></td>
<td>Presentation falls within required time frame.</td>
<td>N/A</td>
<td>Presentation is more than maximum time.</td>
<td>Presentation is less than minimum time.</td>
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<tr>
<td><strong>Enthusiasm (Vocal Skill)</strong></td>
<td>Demonstrates a strong positive feeling about topic during entire presentation.</td>
<td>Occasionally shows positive feelings about topic.</td>
<td>Shows some negativity toward topic presented.</td>
<td>Shows absolutely no interest in topic presented.</td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism of Presentation</strong></td>
<td>Presentation is organized and the interest level of the audience is maintained.</td>
<td>Thoughts articulated clearly, though does not engage audience.</td>
<td>Thoughts don't flow, not clear, does not engage audience.</td>
<td>Mumbles, audience has difficulty hearing, confusing.</td>
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### Appendix B: Reflection Rubric

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Date: ______________________________</td>
<td>Overall Score: ___</td>
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<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th><strong>5 High Proficiency</strong></th>
<th><strong>4 Proficiency</strong></th>
<th><strong>3 Some Proficiency</strong></th>
<th><strong>2 No/Limited Proficiency</strong></th>
<th><strong>Score</strong></th>
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<tbody>
<tr>
<td><strong>Clarity</strong></td>
<td>Reflection and its purpose are clear to the reader; closely matches the writing task.</td>
<td>Reflection is fairly clear and matches the writing task.</td>
<td>Reflections is somewhat vague OR only loosely related to the writing task.</td>
<td>Reader cannot determine the purpose of the reflection OR it has no relation to the writing task.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Fully &amp; imaginatively supports reflection &amp; purpose. Sequence of ideas is effective. Transitions are effective.</td>
<td>Organization supports reflection &amp; purpose. Transitions are mostly appropriate. Sequence of ideas could be improved.</td>
<td>Some signs of logical organization. May have abrupt or illogical shifts &amp; ineffective flow of ideas.</td>
<td>Unclear organization OR organizational plan is inappropriate to the reflection. No transitions.</td>
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</tr>
<tr>
<td><strong>Support/Reasoning (ideas, details)</strong></td>
<td>Uses sources to support, extend, and inform, but not substitute writer’s own development of idea. Combines material from a variety of sources, including personal observation, scientific data, and authoritative testimony. Doesn’t overuse quotes.</td>
<td>Uses sources to support, extend, and inform, but not substitute writer’s own development of idea. Doesn’t overuse quotes, but may not always conform to required style manual.</td>
<td>Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations &amp; paraphrases may be too long and/or inconsistently referenced.</td>
<td>Neglects important sources. Overuse of quotations or paraphrase to substitute writer’s own ideas. (Possibly uses source material without acknowledgment.)</td>
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<tr>
<td><strong>Writing conventions/grammar/spelling/usage/punctuation.</strong></td>
<td>Essentially error free. Evidence of superior control of diction.</td>
<td>Mechanical and usage errors that do not interfere with meaning.</td>
<td>Repeated weaknesses in mechanics and usage. Pattern of flaws.</td>
<td>Mechanical &amp; usage errors so severe that writer’s ideas are hidden.</td>
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</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Essay looks neat, crisp, and professional. Use of tables, graphics, pictures to enhance presentation.</td>
<td>Essay looks neat but violates one or two formatting rules. Some use of tables, graphs but marginally enhance presentation.</td>
<td>Essay looks fairly neat but violates some formatting rules. No use of visual aids to enhance presentation.</td>
<td>Essay looks untidy and does not follow basic formatting rules (e.g. margins, headers &amp; footers).</td>
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</table>
ED 423 Science & Math For Educators II
Northern New Mexico College
College of Education
EDUCATION 423
Semester: SPRING 2015

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

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

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

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

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

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

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

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

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

Revised January 15, 2015
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: TEC 106, 6:00pm-8:30pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Robbins, Ph.D.</td>
<td><a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a></td>
</tr>
<tr>
<td></td>
<td>Office: TEC 211</td>
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<tr>
<td></td>
<td>Phone: 505-747-5466</td>
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</tbody>
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V. Required Text: No Text Required
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Revised January 15, 2015
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<td>1/21</td>
<td>Introductions</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td><strong>DUE:</strong> Reflection #1</td>
<td>A-1,4, F 1,2,4,5,6,7, G 1,2,3,5,8, I 3, J Science b,c,d,e</td>
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<td></td>
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<td></td>
<td>Critical Pedagogy</td>
<td>Skills 2</td>
<td></td>
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<td></td>
<td>Course Overview</td>
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<td>Syllabus</td>
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<td>Activity: <em>The Nature of Science</em></td>
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<tr>
<td></td>
<td>Video: <em>What is Science</em></td>
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<td>1/28</td>
<td>Lab Scavenger Hunt</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td><strong>DUE:</strong> Reflection #2</td>
<td>A-2,5,6, F 1,2,4,5,6,7, G 1,2,3,5,8, I 3, J Science b,c,d,e</td>
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<tr>
<td></td>
<td>Rewrite Lab Etiquette &amp; Safety</td>
<td>Dispositions 1,2,3</td>
<td>List of 3 choice labs to conduct, directions</td>
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<tr>
<td></td>
<td>Schedule Labs</td>
<td>Skills 2</td>
<td><strong>READ:</strong> From Activity to Inquiry</td>
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<td></td>
<td>Lab Manual/Report Organization</td>
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<td></td>
<td>Practice Lab, Manual Use and Lab Report</td>
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<tr>
<td>2/4</td>
<td><strong>FIELD DAY-SCIENCE FAIR</strong></td>
<td>Knowledge 3,4,6,7,8,9</td>
<td><strong>DUE:</strong> Reflection #3</td>
<td>A 1,2,4,5,6, A7: A,B,C,F B 7,8,9,10,11, C1,2,3,4,7,10,11 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 I 3, J Science b,c,d,e</td>
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<td></td>
<td></td>
<td>Dispositions 1,2,3</td>
<td>Judging HOLY CROSS Science Fair on 2/5 8am-12pm</td>
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<td></td>
<td></td>
<td>Skills 2</td>
<td></td>
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<tr>
<td>2/11</td>
<td>Lesson Planning for Labs</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td><strong>DUE:</strong> Reflection #4</td>
<td>A 1,4, A7: A,B,C,F B 9,10,11, D 1,2,3,4,6,7,8,</td>
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<td>Lesson Plan for Lab#1</td>
<td>Dispositions 1,2,3</td>
<td>Lesson Plan 1</td>
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<td></td>
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<td>Lesson Plan 2</td>
<td></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
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| 2/18 | Lab Manual Instruction | **Conduct Lab #1:** Crystal Formation  
Lab #1 Manual Report  
CLASS Observations  
Library Scavenger Hunt |
| 2/18 | **DUE:** Reflection #5 Research Paper Proposal |
| 2/25 | FIELD DAY-MESA PRIETA | Knowledge  
3,4,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 |
| 2/25 | **DUE:** Reflection #6 VISIT TO MESA PRIETA PETROGLYPHS  
12-2p.m.  
2/21/2015 |
| 3/4  | Lesson Plan for Lab #2 | Knowledge  
3,4,5,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 |
| 3/4  | **DUE:** Reflection #7 Lesson Plan 3 |
| 3/11 | Lesson Plan for Lab #3 | Knowledge  
3,4,5,6,7,8,9  
Dispositions  
1,2,3  
Skills  
2 |
| 3/11 | **DUE:** Reflection #8 Lesson Plan 4 |

Revised January 15, 2015
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<tr>
<td>3/18</td>
<td>NO CLASS</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/25</td>
<td>FIELD DAY</td>
<td>CLASS OBSERVATIONS ONLINE</td>
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<tr>
<td>4/1</td>
<td>Lesson Plan for Lab #4</td>
<td>Conduct Lab #4: Force &amp; Motion Test your dominant side</td>
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<tr>
<td>4/8</td>
<td>Lesson Plan for Lab #5</td>
<td>Conduct Lab #5: Plant Biology Leafy Secrets</td>
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<tr>
<td>4/15</td>
<td>RESEARCH-Library Visit</td>
<td>Knowledge 3,4,6,7,8,9</td>
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G 1,2,3,5,8 I 3 J Science b,c,d,e

Revised January 15, 2015
XIII. Assignment Descriptions/Assessment Criteria:
Requirements and Evaluation:
1. Attendance and participation (20%): All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Students will sign in to each class in order to document attendance; attendance is worth a total of 10% of the overall grade (each class signed into is worth 1%). Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and present a final project. Student participation is worth 10% of the overall grade.
2. **Reflection Journal & Paper (10%)**: Each student will keep a reflection journal for the course of the semester. Each week students will make at least one entry based on reflections on course readings and activities. Near the end of the semester, each student will analyze his or her entries and submit a 2-3 page summary of their journal. This is worth 20% of the final grade.

3. **Math & Science Lesson Plans (5%)**: Students will collaborate to develop lesson plans for each lab lesson on math and science topics chosen collectively. Each lesson plan is worth 1% of the final grade; in total, the five lessons amount to 5% of the final grade.

4. **Science Fair Judging (10%)**: Each student will have the opportunity to participate in a local school science fair. Students will observe science fair projects, help judge and tally scores. This is worth 10% of the final grade. Students that cannot attend the scheduled local school science fair will need to develop and submit science fair assignment details and event guidelines.

5. **Lab Manual Reports (20%)**: Students will use lab manuals to record data during labs. Students will complete a lab report within their manuals for each lab. A total of 5 labs will be conducted; thus, a total of 5 lab reports are required.

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

7. **Classroom Observation Report (5%)**: All students will write a one page, single spaced, evaluation report on a one hour classroom observation. This is worth 5% of the final grade.

8. **Research Paper Proposal (5%)**: Students will submit a proposed research topic via email to the professor by 2/18/2015. This is worth 5% of the overall grade.

9. **Research Paper (20%)**: All students will contribute toward an 8-10pg. research paper summarizing their investigations into published sources of information on the topic of teaching science to ELL learners and adapting the lesson on Mexican Jumping Beans for an ELL class. The paper will include evidence from 8-10 cited studies/publications addressing the topic of interest, analysis of this evidence and a conclusion. More information can be found in the *Guidelines for the Research Paper* document.

A.) Required Professional Competency-Based Artifacts for Courses with

**Field Lab Experiences:**

Professional Competency-Based Collection of Artifacts* 20%

Revised January 15, 2015
Field Lab Experience Log Sheet 50%
Classroom Disposition Checklist (Faculty) 5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s) 15%

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

Required Courses for Competency Based Collection of Artifacts:

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

B.) Required Professional Competency-Based Artifact Rubric

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

XIV. Internet sites or databases: TBD

XV. Late Work:
Your work is due on the date indicated on the syllabus. Your work is due on the date indicated on the syllabus. All assignments are expected to be completed and submitted on time (by 6:00 p.m. on the due date unless noted otherwise). If you believe you will not be able to turn in an assignment on time please contact me as soon as possible. Five percentage points will be taken off the assignment’s final grade for every day the assignment is late.

XVI. Students with Disabilities:
Northern New Mexico College recognizes its responsibility for creating an institutional climate in which all students can succeed. Northern is committed to providing equitable access to learning opportunities. The Accessibility and Resource Center (ARC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in in all classroom settings. Please contact the Coordinator of Accessibility and Resource Center to inquire about appropriate accommodations. Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.
XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

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

XIX. Grading Scale:

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

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

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

Revised January 15, 2015
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

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

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

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<td>Lab Scavenger Hunt Rewrite Lab Etiquette &amp; Safety Schedule Labs Lab Manual/Report Organization Practice Lab, Manual Use and Lab Report</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>DUE: Reflection #2 List of 3 choice labs to conduct, directions READ: From Activity to Inquiry</td>
<td>A,2,5,6 F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
</tr>
<tr>
<td>2/4</td>
<td><strong>FIELD DAY-SCIENCE FAIR</strong></td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>DUE: Reflection #3 Judging HOLY CROSS Science Fair on 2/5 8am-12pm</td>
<td>A 1,2,4,5,6 A7: A,B,C,F B 7,8,9,10,11 C1,2,3,4,7,10,11 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
</tr>
<tr>
<td>2/11</td>
<td><strong>Lesson Planning for Labs</strong> Lesson Plan for Lab#1</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3</td>
<td>DUE: Reflection #4 Lesson Plan 1 Lesson Plan 2</td>
<td>A 1, 4, A7: A,B,C,F B 9,10,11 D 1,2,3,4,6,7,8,</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Math Competency Review</td>
<td>Skills</td>
<td>DUE:</td>
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<tr>
<td>2/18</td>
<td>Lab Manual Instruction</td>
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<td>Conduct Lab #1: Crystal Formation</td>
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<td></td>
<td>Lab #1 Manual Report</td>
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<td>CLASS Observations</td>
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<td>Library Scavenger Hunt</td>
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<tr>
<td>2/25</td>
<td>FIELD DAY-MESA PRIETA</td>
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<td>Knowledge</td>
<td>Knowledge 3, 4, 5, 6, 7, 8, 9</td>
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<td>Dispositions</td>
<td>Dispositions 1, 2, 3</td>
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<td>Skills</td>
<td>Skills 2</td>
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<tr>
<td>3/4</td>
<td>Lesson Plan for Lab #2</td>
<td>Knowledge 3, 4, 5, 6, 7, 8, 9</td>
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<td></td>
<td>Conduct Lab #2: Discovering Minerals</td>
<td>Dispositions 1, 2, 3</td>
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<td></td>
<td>Lab #2 Manual Report</td>
<td>Skills 2</td>
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<tr>
<td>3/11</td>
<td>Lesson Plan for Lab #3</td>
<td>Knowledge 3, 4, 5, 6, 7, 8, 9</td>
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<td>Conduct Lab #3: Will it sink or float?</td>
<td>Dispositions 1, 2, 3</td>
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<td></td>
<td>Lab #3 Manual Report</td>
<td>Skills 2</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Knowledge</td>
<td>Dispositions</td>
<td>Skills</td>
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<tr>
<td>3/18</td>
<td>NO CLASS</td>
<td>3,4,5,6,7,8,9</td>
<td>1,2,3</td>
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<td>3/25</td>
<td>FIELD DAY</td>
<td>Knowledge 3,4,5,6,7,8,9</td>
<td>Dispositions 1,2,3</td>
<td>Skills 2</td>
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<td>CLASS OBSERVATIONS ONLINE</td>
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<td>SCIENCE SEMINAR</td>
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<td>4/1</td>
<td>Lesson Plan for Lab #4</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td>Dispositions 1,2,3</td>
<td>Skills 2</td>
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<td>Conduct Lab #4: Force &amp; Motion</td>
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<td></td>
<td>Test your dominant side</td>
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<td>Lab #4 Manual Report</td>
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<tr>
<td>4/8</td>
<td>Lesson Plan for Lab #5</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td>Dispositions 1,2,3</td>
<td>Skills 2</td>
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<td>Conduct Lab #5: Plant Biology</td>
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<td>Leafy Secrets</td>
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<td>Lab #5 Manual Report</td>
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<tr>
<td>4/15</td>
<td>RESEARCH-Library Visit</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td>Dispositions 1,2,3</td>
<td>Skills 2</td>
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G 1,2,3,5,8
I 3
J Science b,c,d,e

A 1, 4,
A7: A,B,C,F
B 7,8,9,10,11
C1,2,3,4,7,10,11
D 1,2,3,4
E 1a,1b,1c,1d
E 3b,3c,3d,3e
F 1,2,4,5,6,7
G 1,2,3,5,8
I 3
J Science b,c,d,e

A 1, 4,
A7: A,B,C,F
B 7,8,9,10,11
C1,2,3,4,7,10,11
D 1,2,3,4
E 1a,1b,1c,1d
E 3b,3c,3d,3e
F 1,2,4,5,6,7

Revised January 15, 2015
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Knowledge &amp; Skills Required</th>
<th>DUE:</th>
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<tbody>
<tr>
<td>4/22</td>
<td>RESEARCH-Library Visit</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td>Lab Manual</td>
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<tr>
<td></td>
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<td>Dispositions 1,2,3</td>
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<td>Skills 2</td>
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<tr>
<td>4/29</td>
<td>RESEARCH GRAND ROUNDS</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td>Classroom Observation Log &amp; Report</td>
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<td>Lesson Plan for Friday Academy</td>
<td>Dispositions 1,2,3</td>
<td>Prepare Science Lab Lesson for Friday Academy</td>
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<tr>
<td></td>
<td>PREPARE LAB FOR FRIDAY ACADEMY</td>
<td>Skills 2</td>
<td></td>
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<tr>
<td>5/6</td>
<td>FIELD DAY-FRIDAY ACADEMY</td>
<td>Knowledge 3,4,6,7,8,9</td>
<td>FRIDAY 5/8/15 ASSIST FRIDAY ACADEMY SCIENCE LAB</td>
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<td></td>
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<td>Dispositions 1,2,3</td>
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<td>Skills 2</td>
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<tr>
<td>5/13</td>
<td>FINAL EXAMS...</td>
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<td>Research Paper</td>
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</table>

XIII. Assignment Descriptions/Assessment Criteria:

Requirements and Evaluation:

1. **Attendance and participation (20%)**: All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Students will sign in to each class in order to document attendance; attendance is worth a total of 10% of the overall grade (each class signed into is worth 1%). Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and present a final project. Student participation is worth 10% of the overall grade.
2. **Reflection Journal & Paper (10%)**: Each student will keep a reflection journal for the course of the semester. Each week students will make at least one entry based on reflections on course readings and activities. Near the end of the semester, each student will analyze his or her entries and submit a 2-3 page summary of their journal. This is worth 20% of the final grade.

3. **Math & Science Lesson Plans (5%)**: Students will collaborate to develop lesson plans for each lab lesson on math and science topics chosen collectively. Each lesson plan is worth 1% of the final grade; in total, the five lessons amount to 5% of the final grade.

4. **Science Fair Judging (10%)**: Each student will have the opportunity to participate in a local school science fair. Students will observe science fair projects, help judge and tally scores. This is worth 10% of the final grade. Students that cannot attend the scheduled local school science fair will need to develop and submit science fair assignment details and event guidelines.

5. **Lab Manual Reports (20%)**: Students will use lab manuals to record data during labs. Students will complete a lab report within their manuals for each lab. A total of 5 labs will be conducted; thus, a total of 5 lab reports are required.

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

7. **Classroom Observation Report (5%)**: All students will write a one page, single spaced, evaluation report on a one hour classroom observation. This is worth 5% of the final grade.

8. **Research Paper Proposal (5%)**: Students will submit a proposed research topic via email to the professor by 2/18/2015. This is worth 5% of the overall grade.

9. **Research Paper (20%)**: All students will contribute toward an 8-10pg. research paper summarizing their investigations into published sources of information on the topic of teaching science to ELL learners and adapting the lesson on Mexican Jumping Beans for an ELL class. The paper will include evidence from 8-10 cited studies/publications addressing the topic of interest, analysis of this evidence and a conclusion. More information can be found in the Guidelines for the Research Paper document.

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

   Professional Competency-Based Collection of Artifacts* 20%

Revised January 15, 2015
Field Lab Experience Log Sheet 50%
Classroom Disposition Checklist (Faculty) 5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s) 15%

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

Required Courses for Competency Based Collection of Artifacts:

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

B.) Required Professional Competency-Based Artifact Rubric

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

XIV. Internet sites or databases: TBD

XV. Late Work:
Your work is due on the date indicated on the syllabus. All assignments are expected to be completed and submitted on time (by 6:00 p.m. on the due date unless noted otherwise). If you believe you will not be able to turn in an assignment on time please contact me as soon as possible. Five percentage points will be taken off the assignment’s final grade for every day the assignment is late.

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

Revised January 15, 2015
XVII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

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

XIX. Grading Scale:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: Hybrid online and face to face. Face to face meetings: January 24th, March 7th (BA only); April 11th; and May 9th

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
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</thead>
<tbody>
<tr>
<td>Rose Chiovitti-Cavalcante</td>
<td><a href="mailto:rcavalcante@nnmc.edu">rcavalcante@nnmc.edu</a></td>
<td>TU: 2-4 pm</td>
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<td></td>
<td>747-5463</td>
<td>We: 3-4</td>
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<td>TH: 2-4 pm</td>
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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:
NNMC COE envisions to educate professionals who possess a solid theoretical foundation in education. This foundation will allow future professionals in education to make sophisticated and informed decisions in the field. This course will help you, as a COE student, to develop this needed theoretical foundation and a critical view of various educational practices. In this course you will learn about or review some aspects related to the social, emotional, physical, and cognitive development of students and critically examine theories that enable teachers to become effective practitioners.

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

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

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

X. Course Objectives:

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

NNMC College Wide Goals

1) Communication
NNMC 1.a – Express ideas coherently and persuasively through oral and written communication.
NNMC 1.b - Speak coherently and appropriately for various audiences and situations.

NNMC 1.c – Present ideas and information effectively for specific purposes through written statements.
2) Critical Thinking
NNMC 2.a – Analyze and synthesize information

NNMC 2.d – Function as independent thinkers and as members of collaborative groups.

3) Cultural Competence
NNMC 3.a - Understand and appreciate cultural diversity

4) Information Competency and Research
NNMC 4.b - Locate relevant information in printed and electronic form and credit it properly

NNMC 4.e – Utilize and operating system effectively and produce documents using generic office programs such as word processing, spreadsheet and presentation software

NNMC 4.f - Use the internet to communicate effectively through e-mail and other communication tools.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
<th>NNMC Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/11/15</td>
<td>IDEA disabilities and Inclusion</td>
<td>A 3, 8B, 8D B 2,3,4,6 C5 E 2d F 1 H 2,3,9 I 2 K 9</td>
<td>Research Paper and Power Point Presentation</td>
<td>K 2,4,6,7,8,9 S 1 D 1,2,3</td>
<td>NNMC 1, 2,3 and 4</td>
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<tr>
<td>05/09/15</td>
<td>Diversity in the classroom</td>
<td>A, 2, 8A, 8B, 8D, 8H B1,2,3,4,6,7 C 3,5,7 F 1,2 H 9 I 1,2,3 K 3,9</td>
<td>Lesson Plan addressing one of Gardner's Multiple Intelligences</td>
<td>K 1,2,3,4,6,7,8 S 1.2 D 1,2,3</td>
<td>NNMC 1,2,3,4</td>
</tr>
</tbody>
</table>

XII. Assignment Descriptions/ Assessment Criteria:

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

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

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

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

1) What is this disability all about (its characteristics, signs, symptoms and associated behaviors)?
2) How is this disability expressed in the classroom (in terms of learning and social behaviors)?
3) What are the advantages and disadvantages of including these students in the regular classroom?
4) What can a regular education teacher (alone or in collaboration with a SPED teacher) do to address the needs of her students with this disability in the classroom/school?

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

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

A power point with guidelines on how to prepare an effective power point

Revised July 3, 2014
presentation has been provided within the online course as a resource for you. Consult it to ensure that you will have a successful presentation. Also, consult the rubric provided to ensure you are meeting the grading expectations. You will submit to the instructor:

a) An APA style paper on the topic chosen (you can submit a hard copy or you can submit it online. If you choose to submit it online, please attach your paper rather than cutting and pasting it on blackboard. This will prevent your paper from losing its formatting.
b) BA students will be required to submit a rough draft of their papers stamped by the Writing Center (writing center tutors should check your paper for both APA style problems as well as grammar problems).
c) Power point presentation with useful handouts for classmates (in addition to other materials, the handout should include the citations on your paper).

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

2) Assignment 1- Pros and Cons of Inclusion
This first assignment is designed to help you to reflect on the different positions held by researchers on the topic of inclusion. You will conduct a literature review establishing a controversy.
Directions:
- Context: You are a special education director in a district trying to decide if you will recommend to the district’s superintendent the full inclusion of students with special needs next school year. With that in mind, you are trying to address the following: “What does research say about the pros and cons of inclusion?” I have posted on our course website a list of articles in favor of inclusion and a list of articles against inclusion. Read at least two articles from each list and then write a 3 page paper (which will later 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 Garber’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

Revised July 3, 2014
appropriate materials to teach it. Your lesson should not be longer than 20 minutes and you should teach it as you would teach the grade for which the lesson is for. * You will not talk ABOUT your lesson but will actually teach the lesson.

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

A.) Required Professional Competency-Based Artifact
Research Paper and Multiple Intelligence Lesson

Field Lab Experiences: Not Applicable

B.) Required Professional Competency-Based Artifact Rubric

Multiple Intelligence Lesson - Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No Credit (0)</th>
<th>Meets Standards (1)</th>
<th>Exceeds Standards (2)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Standards</td>
<td>Content standards are not addressed or do not align to the activities of the lesson</td>
<td>Lesson plan demonstrates knowledge of state standards.</td>
<td>Lesson plan shows knowledge of state standards and aligns those standards to teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Goals are not included or do not align with the objectives and content of the lesson.</td>
<td>Lesson plan describes and aligns goals to state standards, objectives or content of the lesson.</td>
<td>Lesson plan describes and aligns goals to the state standards, objectives and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>Objectives are not included or do not align with the goals or content of the lesson.</td>
<td>Lesson plan lists objectives and aligns objectives to the state standards, goals or content of the lesson.</td>
<td>Lesson plan lists objectives. Objectives are aligned to the teaching strategies and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Materials necessary to teach the lesson are not included.</td>
<td>Most of the materials required to teach the lesson are included in the lesson plan.</td>
<td>All materials required to teach the lesson are included in the lesson plan.</td>
<td></td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>Teaching strategies are not described or included in the lesson plan or are not coherent with the type of intelligences it is</td>
<td>Teaching strategies are described in sufficient detail and are somewhat coherent with the target intelligences.</td>
<td>Teaching strategies are described in sufficient detail and include question prompts and/or teaching resources such as graphic organizers.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessments are omitted or are not aligned to the goals, objectives, and target intelligence.</td>
<td>Lesson plan includes appropriate assessments of student learning and are somewhat coherent with the target intelligences.</td>
<td>Lesson plan includes multiple assessments of student learning that are coherent to the target intelligences.</td>
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<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Content</td>
<td>Content of the lesson demonstrates a lack of understanding of the content area.</td>
<td>Content of the lesson indicates understanding of the content area.</td>
<td>Content of the lesson indicates that the candidate understands instructional goals and strategies and the content area.</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Lesson lacks consideration for students’ diversity.</td>
<td>Lesson connects instruction with students’ lives, interests and instructional needs.</td>
<td>Lesson plan clearly and explicitly connects to students’ lives, interests and instructional needs.</td>
<td></td>
</tr>
<tr>
<td>LESSON PRESENTATION</td>
<td>Semi-Total =</td>
<td>Semi-Total =</td>
<td>Semi-Total =</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>The instructional techniques used are not consistent with the type of intelligence it attempts to address.</td>
<td>Most of the instructional techniques used are consistent with the target intelligence.</td>
<td>The instructional techniques used are consistent with the target intelligence.</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>The materials used by the teacher for the lesson are neither interesting nor consistent with the target intelligence.</td>
<td>The majority of the materials used by the teacher for the lesson are interesting/motivating and consistent with the target intelligence.</td>
<td>The materials used by the teacher for the lesson are interesting and motivating for the students and consistent with the target intelligence.</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Research Paper and Power Point Presentation – Rubric</th>
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</thead>
<tbody>
<tr>
<td><strong>PAPER</strong></td>
</tr>
<tr>
<td>KNOWLEDGE/CONTENT</td>
</tr>
<tr>
<td>ORGANIZATION/Writing</td>
</tr>
</tbody>
</table>
XIII. Internet sites or databases

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

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

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

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

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

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

XVIII. Grading Scale:

Grades will be distributed as follows:

BA students:

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

ALP students:

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

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

XIX.  Academic Ethics:

Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College.
Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources;

Revised July 3, 2014
2) presenting an author’s ideas as though they were your own original ideas; or 3) using work by another student with your name as the author.

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department (COE Committee) or program chairperson for follow-up action.

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

XXI. Online discussions guidelines

The online discussions are a great way to interact with your classmates, sharing ideas that are relevant to the course. It is also a way to demonstrate that you have read the materials assigned for that week and to show that you have comprehended the content.

Online discussions should be a learning experience for all students. Postings and replies should be respectful of the ideas of your colleagues, even though you may disagree with them. Postings should not be a way to “vent” your feelings or frustrations. Problems related to the course should be discussed privately with your instructor through the blackboard 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).

XXIII. ALP requirements:

Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:

Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.
Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary Education (Subtests I and II)
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction

2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
Northern New Mexico University (formerly College)
College of Education
EDUCATION 474
Spring 2014

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

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

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

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

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

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

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

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

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

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

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

I. Credit Hours: 3

II. Semester Taught: Spring 2014
   * Hybrid (class meetings and Blackboard component)
   * 10 hours of Field Placement observations

III. Course Time and Place:
   TEC 106
   Saturday Meeting dates: 2/7, 3/14, & 4/25
   Blackboard requirements (supplemental)

IV. Instructor Information:

| Instructor: Dr. Kristy Pruitt | Contact Information: 505.747.5462 kristy.pruitt@nnmc.edu | Office Hours: As needed by appointment due to field observations |

V. Required Text: *Teach Like a Champion, Doug Lemov, Josey Bass, 2010.*

VI. Required Materials or Readings: Blackboard participation and online access needed

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

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

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

VIII. Course Description: This course is designed to give teacher candidates an overview of effective strategies for engaging and efficiently managing adolescent learners.

IX. New Mexico Initial Licensure requirements:

   **ALP requirements:**
   Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
   Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

**BA in Elementary Education Program requirements:**
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
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   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. **Course Objectives:**
Classroom Management: Knowledge Principle 6, Knowledge Principle 8 Characteristics of Adolescent Learners: Knowledge Principle 2, Knowledge Principle 4, Knowledge Principle 3 Strategies for working with English Language Learners: Knowledge Principle 2, Skills: Utilization of Technology Student Engagement: Knowledge Principle 2, Dispositions 1, 2, and 3, Knowledge Principles 3 and 4.

XI. **Class Topics, NM Teacher Competencies and Assignments:**
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below. NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

**College wide Student Learning Outcomes (SLOs):**

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.
2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation

a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)/ Text Chapter(s)</th>
<th>Measureable Artifacts</th>
<th>NM Teacher Competency Knowledge, Skill, or Disposition # in the Conceptual Framework; SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 7</td>
<td>Chapter 1: Techniques 1-5&lt;br&gt; ✓ Ice Breakers&lt;br&gt; ✓ Learning Targets/NNMU Lesson Plan Template&lt;br&gt; ✓ Inquiry-based Learning/Problem-based Learning&lt;br&gt; ✓ Designing Assessments: Obtrusive, Unobtrusive, and Student-Generated Assessments&lt;br&gt; ✓ Tracking Student Progress&lt;br&gt; ✓ Marzano’s 4-point Grading Scale</td>
<td>• Icebreaker Activity&lt;br&gt; • Learning Targets – model&lt;br&gt; • Labs (Artifact #1):&lt;br&gt;   ✓ ‘Roller Coaster’ Lab (inquiry-based learning/problem-based learning &amp; formative assessments)&lt;br&gt;   ✓ ‘The Challenge’ Lab</td>
<td>1-12 (1-3, 5-10, 12)&lt;br&gt; NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2&lt;br&gt; SLOs 1-4</td>
</tr>
<tr>
<td>February 21</td>
<td>Read Chapters 2 &amp; 3&lt;br&gt; Blackboard Hybrid Module #1&lt;br&gt; *Mid-Term March 9-13 – Artifact #2 is due by 3/13</td>
<td>Discussion Thread:&lt;br&gt; 1. Review the article, Conferring Notes by C. Tovani and review the strategy, Thick and Think Partner.&lt;br&gt; 2. Discuss your thoughts (via discussion thread) regarding the strategy, Thick and Thin (suggested prompts: Does the strategy promote facilitation from the teacher? How will the teacher keep track of discourse?)</td>
<td>1-12 (1-3, 5-10, 12)&lt;br&gt; NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2&lt;br&gt; SLOs 1-4</td>
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Module Assignment:
1. Review all PowerPoint slides
2. PowerPoint Slides 6 – 15 are examples of activities for Student-Generated Assessments.
3. (Artifact #2) - Review all of the
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters/Module</th>
<th>Discussion Thread</th>
<th>Module Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 14</td>
<td>Chapters 4, 5, &amp; 7</td>
<td>• Rigor and Relevance Framework – complete modified NNMC Lesson Plan to include R&amp;R implementation (Artifact #3)</td>
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<td></td>
<td>✓ Student Engagement</td>
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<tr>
<td></td>
<td>✓ Rigor and Relevance Framework or Data Driven Instruction</td>
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<tr>
<td></td>
<td>✓ Climate and Culture</td>
<td></td>
<td></td>
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<tr>
<td>March 21</td>
<td>Socioeconomic Awareness:</td>
<td>Discussion Thread:</td>
<td>Module #2 Assignment:</td>
</tr>
<tr>
<td>Blackboard</td>
<td></td>
<td>1. Read Ruby Payne's &quot;Working with Parents&quot; article</td>
<td>1. Read Ruby Payne's description of Definitions and Resources (handout)</td>
</tr>
<tr>
<td>Hybrid Module #2</td>
<td></td>
<td>2. Read and respond to the article (via discussion thread) specifically pointing out ways in which you plan on applying one or more of Payne's suggestions for involving parent(s)/guardian(s) (examples: museum format, having food, newsletter, phone system, etc...). Respond and reflect using the discussion board forum.</td>
<td>2. Read and reflect to Scenario #4 (Maria and Noemi) and Scenario #6 (Juan and Ramon). Write a reflection (Artifact #4) regarding the two scenarios. Please discuss both articles in your reflection (label scenarios #4 and #6). You may discuss similarities and differences, but you do not have to organize your discussion in this manner; instead, you may discuss each scenario independently.</td>
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<tr>
<td>April 4</td>
<td>Teacher Leadership using the following website:</td>
<td>Discussion Thread:</td>
<td>Module #3 Assignment:</td>
</tr>
<tr>
<td>Hybrid Module #3</td>
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</tbody>
</table>

NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2
SLOs 1-4
2. What's in this Module?
   1. User's Guide
   2. PowerPoint Presentation
   3. Activity: Reflecting on Actions
   4. Activity: Getting to Measurable, Meaningful Metrics
   5. Activity: Building Capacity for the Work
   6. Discussion: Staying Engaged

3. Pick one of the activities from the module (#’s 3 – 5) and complete the assignment (Artifact # 5)

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### April 25

- Chapters 6 & 8
  - Establish Environment
  - Disciplinary Interventions

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<tr>
<th>Withitness</th>
<th>1-12 (1-3, 5-10, 12)</th>
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<tbody>
<tr>
<td>Student Types, Characteristics, and Behavior Actions</td>
<td></td>
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<tr>
<td>SHARE CLASSROOM MANAGEMENT PLAN (CMP) (Final Exam Project)</td>
<td>NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2</td>
</tr>
</tbody>
</table>

SLOs 1-4

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XII. Assignment Descriptions/ Assessment Criteria:

XIII. Assignment Descriptions/ Assessment Criteria:

A.) Required Professional Competency-Based Artifacts for Courses with

**Field Lab Experiences:**

- Professional Competency-Based Collection of Artifacts* 20%
- Field Lab Experience Log Sheet 50%
- Classroom Disposition Checklist (Faculty) 5%
- Field Placement Disposition Checklist (Mentor) 5%
- Self-Assessment Disposition Checklist 5%
- Additional Artifact(s) 15%-70%:
  - CBA – Classroom Management Plan 25%
  - Artifacts 1-5 (@ 5 each) 25%
  - Field Observation Reflections 10%
  - Discussion Threads 10%

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

Required Courses for **Competency Based Collection of Artifacts:**

BA – ED213, ED 311, ED 474, and ED411; AA (K-8) – ED213; AA (ECE) – ECE238, ECE264; ALP (ELEM) 401, ED412, ED496/L; (SEC) ED401, ED462, ED496/L; (SPED) SPED401, SPED465, SPED497/L

B.) Required Professional Competency-Based Artifact Rubric
C.) Additional courses (other than listed above) will require observation hours evidenced by a Field Lab Experience/Practicum Log Sheet.

XIV. Internet sites or databases

- http://712educators.about.com/od/discipline/Classroom_Discipline_Resources.htm
- http://ped.state.nm.us/ped/CCDocuments/5ThingsCCSS_Davis.pdf
- http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-and-the-common-core?
- http://newmexicocommoncore.org/
- http://www.youtube.com/watch?v=zt9rj76AsLE
- http://www.youtube.com/watch?v=jC3D7O-ByLE
- http://www.youtube.com/watch?v=jC3D7O-ByLE
- http://www.youtube.com/watch?v=j1CF1Rg_Pmo

XV. Late Work:
Your work is due on the date indicated on the syllabus. Significant points may be deducted for late work (see rubric for details.

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

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

XVIII. NNMC Incomplete Policy:
The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with me. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.
Knowledge Principle 1: Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

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

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

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


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

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

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

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

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

Skills
1. Utilization of technology-based tools to support student learning
2. Utilization of Planning and Assessment tools
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: 9:00 a.m. to 5:00 p.m. scheduled Sundays. TEC 109

This is a day long course, please be advised that one unexcused absence will result in a failing grade.

This is a blended course consisting of face-to-face meetings and instructional modules accessed at blackboard.nnmc.edu

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Katherine M. Duran</th>
<th>Communication Information: <a href="mailto:Katherine.duran@nnmc.edu">Katherine.duran@nnmc.edu</a></th>
<th>Phone: 575-741-0195</th>
<th>Office Hours: Online and by appointment</th>
</tr>
</thead>
</table>

V. Required Text:


VI. Required Materials or Readings:
NM-RTI Manual-Framework  
Ruby Payne- *A Framework for Understanding Poverty*  
*readings and materials will also be shared on blackboard.nnmc.edu*

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

Revised January 15, 2015
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Attendance is required for all class sessions.

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

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

IX. New Mexico Initial Licensure requirements.

ALP requirements:
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

- Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

BA in Elementary Education Program requirements:
Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.

Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):

1. Provide evidence of passing the following exams:
   a. Assessment of Professional Knowledge: Elementary
   b. Elementary Education (Subtests I and II)
   c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
X. Catalog Course Description:
475 CURRICULUM METHODS AND MATERIALS FOR SPECIAL EDUCATION you will focus on teacher knowledge and application skills in teaching curricula aligned with Common Core State Standards. You will explore areas of individualized modifications and/or accommodations when the general education curriculum is not appropriate. You will address instructional strategies in meeting the needs of the special learner with transitions a major component, with emphasis on the application of technology to support teaching and learning. You will address and integrate the Individual Education Plan (IEP) throughout the learning process.
Prerequisite: ED 201, 213, and passing NMTA Basic Skills. Cross-listed with SPED 475 (3, 3T+0S).
480 STUDENT TEACHING SEMINAR
This course provides you interaction with guided discussion on reflections of the student teaching experience. Supplemental requirements include outside readings based upon educational research and corresponding reflective papers.
Prerequisite: Student Teaching Interview. Co-requisite: ED 479. (1, 1T+0L)

XI. Course Objectives:
The candidate for licensure in special education:

CEC Content Standard 1: Foundations

a. Can explore the models, theories, and philosophies that form the basis for special education practice. (CC1K1)
b. Knows the laws, policies and ethical principles regarding behavior management, planning and implementation. (CC1K2)
c. Understands the relationship of special education to the organization and function of educational agencies. (CC1K3)
d. Understands the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs.

CEC Content Standard 2: Development and Characteristics of Learners

a. Understands the educational implications of characteristics of various exceptionalities.
b. Understands the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
c. Knows the similarities and differences of individuals with and without exceptional learning needs.
d. Understand the similarities and differences among individuals with exceptional learning needs.

CEC Content Standard 3: Individual Learning Differences

Revised January 15, 2015
a. Understands the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
b. Appreciates the differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

**CEC Content Standard 4: Instructional Strategies**

a. Is able to use strategies to facilitate integration into various settings.
b. Is able to teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
c. Is able to select, adapt and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
d. Is able to use strategies to facilitate maintenance and generalization of skills across learning environments.
e. Is able to use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.

**CEC Content Standard 5: Learning Environments and Social interactions**

a. Understands the demands of learning environments.
b. Knows basic classroom management theories and strategies
c. Knows effective management of teaching and learning.
d. Knows the teacher attitudes and behaviors that influence behavior
e. Is able to create safe, equitable, positive and supportive learning environments in which diversities are valued.
f. Is able to identify realistic expectations for personal and social behavior in various settings.
g. Is able to identify needed supports for inclusion.
h. Is able to design environments that encourage active participation in individual and group activities.
i. Is able to modify learning environments to modify behavior.

**CEC Content Standard 6: Communication**

a. Knows about augmentative and assistive communication strategies.
b. Is able to use strategies to support and enhance communication skills of individuals with exceptional learning needs.
c. Is able to use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

CEC Content Standard 7: Instructional Planning

Revised January 15, 2015
a. Knows the scope and sequences of general and special curricula.
b. Knows the State standards of New Mexico.
c. Knows about technology for planning and managing the teaching and learning environment.
d. Is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
e. Is able to involve the individual and family in setting instructional goals and monitoring progress.
f. Is able to use functional assessment to develop intervention plans.
g. Is able to use task analysis.
h. Is able to sequence, implement, and evaluate individualized learning objectives.
i. Is able to use instructional time effectively.
j. Is able to make responsive adjustments to instruction based on continual observations.

CEC Content Standard 8: Assessment

a. Knows basic terminology used in assessment.
b. Understands screening, pre-referral, referral, and classification procedures.
c. Is able to gather relevant background information
d. Can interpret information from formal and informal assessments.
e. Can evaluate instruction and monitor progress of individuals with exceptional learning needs.

CEC Content Standard 9: Professional Ethical Practice

a. Understands personal cultural biases and differences that affect one’s teaching.
b. Knows that the teacher serves as a model for individuals with exceptional needs.
c. Knows current methods regarding research-validated practice.
d. Can practice within the CEC Code of Ethics and other standards of the profession.
e. Can uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
f. Can demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
g. Can practice within one’s skill limit and obtain assistance as needed.
h. Can use verbal, nonverbal, and written language effectively.
i. Can reflect on one’s practice to improve instruction and guide professional growth.
CEC Content Standard 10: Collaboration

a. Knows models and strategies of consultation and collaboration.
b. Knows the roles of individuals with exceptional learning needs, families, and school and community personal in planning of in individualized program.
c. Can maintain confidential communication about individuals with exceptional learning needs.
d. Can collaborate with families and others in assessment of individuals with exceptional learning needs.
e. Can foster respectful and beneficial relationships between families and professionals.
f. Can assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
g. Can plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
h. Can model techniques and coach others in the use of instructional methods and accommodations.
i. Can observe, evaluate, and provide feedback to Para educators.

Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

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

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SLO #4.

College wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
</table>
| Jan 25, 15 | Introductions NNMC Field Experience Course/Syllabus *A time in your life when you overcame an obstacle! Chapter 1-Creating Active learning for all Students | CS- 1 c 3 a,b         | 1. Introductions  
2. Dr. Kristy Pruitt 10 a.m.  
3. Syllabus review and course requirements.  
4. Lunch (1hr)  
5. Personal Reflection* 1pg+  
6. Interest Inventory, Say Hello…  
7. RTI-Framework  
Online: Online Discussion/assignment Sousa, D (2007) Chapter 1 The Brain and Learning | Knowledge 1,2,3,7  
Skill 1,2  
Disposition 2,3 |
| Feb 8, 15  | Chapter 2-Understanding Learning Difficulties and Intervening effectively  
Chapter 3-Using Students (Modalities) to Facilitate Learning Success  
Chapter 11-Helping Parents Become Partners in Their Children’s Learning | CS-2, 3, 4            | 1. Daily Task Checklist  
2. Summary of Understanding  
3. What Kind of Learner Are You?  
4. Lunch (1hr)  
5. Letter to Parents communicating student’s needs and establish roles.  
Skill 1,2  
Disposition 1,2,3 |
| Mar 8, 15 | Chapter 4-Ensuring That All Students Make at Least One Years Academic Growth During Each School Year  
Chapter 8- Using Assessments to Support Student Learning  
Chapter 9- Improving Students Executive Function Skills  
Mid Term | CS-1.d,  
2a.b.c.d,  
3,a .b  
4q.b.c.d.  
e, 5a.g.h  
8a.b.c.d.  
e. | 1. Developing Project Goal Charts/logs  
2. Achievement data reporting charts/goal setting  
3. Lunch (1hr)  
4. Develop grading rubric/assignment chart.  
Online: Online Discussion/assignment Sousa, D (2007) TBA/including Chapter 3 Autism | Knowledge 1-9  
Skill 1,2  
Disposition 1,2,3 |  
NNMC SLO #4 1.a 2.a 4 a. |
|---|---|---|---|---|
| Mar 15, 15 | Chapter 5- Teaching Integrated language Arts, Including Literature, Sounds, and Writing  
Chapter 6- Reading and Learning with Informational Text | CS-4  
a,b,c,d,e  
5a.e.g.h  
7a.b.c.d.  
e.f.g.h.i.j | 1. Interactive assignment/Question starts, predictions, KWPL, Story Maps...  
2. Interactive assignment/Learning how to Learn, graphic organizers, Work plans  
3. Lunch (1hr)  
4. Mid term  
Online: Online Discussion/assignment Sousa, D – Chapter 4 Speech Disabilities Chapter 5 Reading Disabilities and Chapter 6 Writing Disabilities | Knowledge 1-9  
Skill 1,2  
Disposition 1,2,3 |  
NNMC SLO #4 1.a 2.a 3.a 4 a. |
| Apr 12, 15 | Chapter 7-All Students Can be Successful in Math  
Chapter 10-Helping Students Choose Appropriate Behaviors  
Blooms Taxonomy, Understanding Poverty –Ruby Payne  
Final review/in class collaboration | CS  
7a.b.c.d. e.f.g.h.i | 1. Interactive assignment/Problem Solving Box  
2. Interactive assignment/Behavior intervention strategies/Change plans, FBA, Contract  
3. Lunch (1hr)  
4. Share Classroom management styles, behavior management, and tried and true effective strategies. Interactive activity.  
Peer reviews  
Online: Online Discussion/assignment Sousa, D Chapter 7 Math Disability, Emotional Disturbance and Behavioral Disorders | Knowledge  
1-9  
Skill  
1,2  
Disposition  
1,2,3  
NNMC SLO  
#4 1.a 2.a 3.a 4.a. |
| --- | --- | --- | --- | --- |
| April 19, 15 | Final Project Presentation | CS- 1, 2,3,4,5,6, 7,8,9,10 | In class- Lesson plan and implementation  
Online: Online Discussion/assignment Sousa, D Chapter 10 Putting it All Together | Knowledge  
1-9  
Skill  
1,2  
Disposition  
1,2,3  
NNMC SLO  
#4 1.a 2.a 3.a 4.a. |

### XIII. Assignment Descriptions/ Assessment Criteria:

- In class participation: 20%
- Online Participation: 20%
- Midterm: 25%
- Final: 25%
- Observation logs/self reflection: 5%
- Self-Assessment Disposition Checklist: 5%

Revised January 15, 2015
A.) Required Professional Competency-Based Artifact Rubric

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

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

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

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

Revised January 15, 2015
Online Discussion Participation Rubric/ Attached
Total Possible Points: 20 points

XIV. Refer to blackboard.nnm.edu

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

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

Revised January 15, 2015
XIX. Grading Scale:

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

Letter grades are issued by instructors to indicate the quality of work completed

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

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
Northern New Mexico University
College of Education
EDUCATION 493
Semester: Spring 2015

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

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

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

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

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

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

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

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

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

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

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

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

Revised 2/5/15:T.T.
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 2

II. Semester Taught: Spring 2015

III. Course Time and Place: Blackboard with one face to face meeting on 2/7/15 from 900-1300.

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamara Trujillo</td>
<td><a href="mailto:tamara@nnmc.edu">tamara@nnmc.edu</a></td>
<td>I recommend by appointment only.</td>
</tr>
<tr>
<td></td>
<td>or by appointment. The date and time need to be agreed upon by both parties.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You can call 505-747-2224 to make an appointment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am usually in my office Monday – Friday, 9 am – 4pm, however, I may be out of the office occasionally.</td>
<td></td>
</tr>
</tbody>
</table>

V. Required Text: None.

VI. Required Materials or Readings:

Access to: internet, scanner, computer, word processing software. If you do not have access to a scanner, you can come to the college of education to use a scanner. You will need to make an appointment with the instructor or administrative assistant to use this hardware. You are welcome to use the computer laboratories located on campus i.e. library 505-747-2243 and the student success center 505-747-2164.

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

VIII. Attendance:

Attendance is required for all class sessions.

Revised 2/5/15: T.T.
There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.

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

If the teacher candidate suffers sickness, suffers a serious personal injury, or has a death in the family the student must contact the instructor by email as soon as possible. The student must provide evidence to the instructor as to why a class discussion or assignment was missed. It is up to the instructor to evaluate the excuse and decide if the non-participation or missed assignment is excusable or if the student must withdraw from the class. If the absence is excusable the student will have to make up work and points may be deducted from the total number of participation points or total assignment points for late submission.

IX. New Mexico Initial Licensure requirements.

**ALP requirements:**
Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.

Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment **within the first semester of enrollment in the program**. Failure to take/pass the exam will prevent enrollment in future ALP classes.

- Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.

X. Catalog Course Description:

Explores the historical and theoretical perspectives underlying and supporting the integrated curriculum approach to teaching and learning. You will explore practical approaches to thematic instruction and integration through content areas through incorporating Common Core State Standards. Components include assessment methods, lesson plans, curriculum planning, and classroom management. You will participate in seminars and observe 10 hours of classroom instruction in the field.

**Prerequisite:** Passing NES- Essential Academic Skills Assessment. (2, 2T+0L)
XI. Course Objectives:

The teacher candidate will-

✓ participate in one face to face meeting and in 3 online discussions.

Teacher candidates will respond to the instructor’s discussion prompt and then respond to the instructor and at least 3 of their colleagues posts (all within the discussion thread). Discussions will take place within blackboard. A rubric will be provided as a guide for the discussion responses. Discussions will be initiated and due within the specified time allotted. Teacher candidates are required not to post their responses all on one single day but to respond through-out the time-frame in order to keep the discussion going.

✓ complete the classroom culture assignment (mid-term) as part of the 10 hours of observation.

A template regarding the classroom culture assignment will be provided to the teacher candidates within blackboard in the assignments section. The classroom culture assignment will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

✓ complete 10 hours of observation with a level II or III in-service teacher, utilizing the required time log form.

A time log will be provided to the teacher candidates within blackboard in the assignments section. The time log will need to be scanned and uploaded to blackboard in the assignments section before or on the day that it is due because the log requires signatures.

If candidates need assistance they can contact Dr. Kristy Pruitt, Field Placement Coordinator, kristy.pruitt@nnmc.edu /505-747-5462.

✓ complete a self-field dispositions checklist, as part of the 10 hours of observation.

A field experience dispositions checklist will be provided to the teacher candidates within the blackboard in the assignments section. The dispositions checklist will need to be scanned and uploaded to blackboard in the assignments section before or on the day that it is due.
✓ complete a reflection regarding the 10 hours of observation.

A reflection template will be provided to the teacher candidates within blackboard in the assignments link. A rubric will be provided. The reflection will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

✓ create a classroom management plan (final).

A classroom management example will be provided to the teacher candidates within blackboard in the assignments section. A rubric will be provided. The classroom management plan will need to be uploaded to blackboard in the assignments section before or on the day that it is due.

University wide Learning Outcomes

1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. Ability to think critically through analytical, inventive and creative means
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. Demonstrate commitment to address cultural, social, and ethical responsibilities
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
All assignments must be presented in a professional manner:
- Free of grammatical and spelling errors.
- Clearly labeled with name, date due, course number, and assignment name.
- Uploaded assignments (electronically using rich text format) to blackboard in the assignments section. The assignments will be date sensitive and will not be accepted after the due date (see policy on late work).
- Neatness & Professionalism - clean, professionally presented electronically.
- Quality of Content - the content demonstrates mastery and insights into the subject matter.
- Creativity and Insight - Materials demonstrate creativity and insight about self and course material.

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

<table>
<thead>
<tr>
<th>Assignment to Demonstrate Meeting the Competency</th>
<th>NM Teacher Competencies</th>
<th>Knowledge Principals, Skills, and Dispositions # in the Conceptual Framework. NNMU SLO’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Culture Assignment &amp; Classroom Observation (10 hrs) &amp; Classroom Management Plan</td>
<td>C:1-11, H:1-8</td>
<td>Knowledge Principals: 2,3,4,7,9 Skills:1,2 Dispositions: 1,2,3 SLO: 1,2,3,4</td>
</tr>
</tbody>
</table>
XIII. Assignment Descriptions/ Assessment Criteria/ Due Date(s):

Grading will be based on class participation (discussions) and acceptable completion of class assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face Meeting 2/7/15</td>
<td>5 pts</td>
<td>2/7/15, 900-1300, TEC:TBD</td>
</tr>
<tr>
<td>Discussion #1: Classroom Culture</td>
<td>5 pts</td>
<td>Begins 2/15/15 &amp; Ends 2/22/15</td>
</tr>
<tr>
<td>Midterm: Classroom Culture Questionnaire due</td>
<td>20 pts</td>
<td>3/13/15, 9 pm</td>
</tr>
<tr>
<td>Discussion #2: Classroom Management Plan</td>
<td>5 pts</td>
<td>Begins 3/22/15 &amp; Ends 4/12/15</td>
</tr>
<tr>
<td>Discussion #3: Classroom Management Plan</td>
<td>5 pts</td>
<td>Begins 4/19/15 &amp; Ends 4/26/15</td>
</tr>
<tr>
<td>10 hours of classroom obs./Time log due</td>
<td>10 pts</td>
<td>4/30/15, 9 pm</td>
</tr>
<tr>
<td>Self - Field Dispositions Checklist</td>
<td>5 pts</td>
<td>4/30/15, 9pm, (Teacher Candidate will complete as part of observations)</td>
</tr>
<tr>
<td>Instructor - Classroom Dispositions Checklist</td>
<td>5 pts</td>
<td>5/15/15, (Instructor will complete at end of course)</td>
</tr>
<tr>
<td>Reflection regarding observations due</td>
<td>10 pts</td>
<td>5/06/15, 9 pm</td>
</tr>
<tr>
<td>Final: Classroom Management Plan due</td>
<td>30 pts</td>
<td>5/13/15, 9 pm</td>
</tr>
</tbody>
</table>

A=90 -100 pts
B=80-89 pts
C=70-79 pts
D=60-69 pts
F=59 or Below 59 pts

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

Required Courses for Competency Based Collection of Artifacts:

ALP (ELEM) 401, ED 493, ED412, ED496/L

XIV. Internet sites or databases: Provided via blackboard.
XV. Late Work:

Attendance and participation is mandatory. If students suffer sickness, suffer a serious personal injury, or have a death in the family the student must contact the instructor by email as soon as possible. The student must provide evidence to the instructor as to why a class discussion or assignment was missed. It is up to the instructor to evaluate the excuse and decide if the non-participation or missed assignment is excusable or if the student must withdraw from the class. If the absence is excusable the student will have to make up work and points may be deducted from the total number of participation points or total assignment points for late submission.

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

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

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

Revised 2/5/15:T.T.
XIX. Grading Scale:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

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

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

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

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

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

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

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

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

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

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

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

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

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

I. **Credit Hours:** see catalog

II. **Semester:** Fall 2014

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

IV. **Instructor Information:**

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

V. **Required Text:** None

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

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

VIII. **Attendance:**

Attendance is required for all class sessions.

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

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

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

Revised August 15, 2014
IX. **Catalog Course Description:**
This course provides an interaction with other students in the secondary field-experience setting. Guided discussions address classroom management, student learning, lesson plans, discipline, school/home communication, and professional development. Additional areas include professional issues and ethics and portfolio preparation.

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

NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes. Applicable SLO’s are indicated in the rightmost column of the table (see NNMC SLO).

Instructors will insert applicable SLO’s depending topic addressed in the course, e.g., “Using Internet” – SL0 #4.

**College wide Student Learning Outcomes (SLOs):**

1. **Ability to communicate clearly and effectively**
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

2. **Ability to think critically through analytical, inventive and creative means**
   a. Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.

3. **Demonstrate commitment to address cultural, social, and ethical responsibilities**
   a. Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.

4. **Demonstrate Proficiency in the use of Current Technology and Innovation**
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards
increased productivity and efficiency; Innovation or the application of creativity or original thought.

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

Instructional Lab: This course provides guided discussion, reflections, lesson planning, and observations revolving around the student teaching experience. As part of the lab course, students will complete a student teaching experience and student study assignment by collaborating with a mentor, principle, and the school community. *The teacher candidate will follow the daily schedule of the assigned grade, assume regular faculty and out-of-classroom duties, and participate in faculty meetings, PTA /PTO meetings, and other appropriate school-community activities as school/mentor. The teacher candidate placement in a school is decided by the College of Education and is contingent upon the acceptance by a host school.

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

<table>
<thead>
<tr>
<th>Meeting Date:</th>
<th>Topics</th>
<th>Artifacts and Due Dates</th>
<th>NM Teacher Competency NNMC Conceptual Framework &amp; SLOs</th>
</tr>
</thead>
</table>
| January 22 | Syllabus | **Due by Observation #1:**  
Syllabus Review artifacts  
Course Resources  
Icebreakers Workshop Model Thinking Maps  
Assessments – Dr. Robert Marzano  
Balanced Literacy | BA – B7; G1-8; K  
SPED – A4 (a-d); D5,7  
ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8  
ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8  
NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2  
SLOs 1-4 |

*Placement begins 1/26*

Due by meeting #2:  
Philosophy of Education  
Goal Setting #1 & #2  
Case Study Assignment  
Classroom Management Plan (interview)  
*Bring a copy of Philosophy and Classroom Management Plan to Seminar meeting #2 on August 28"
| **February 12** | Conferring Notes (Tovani) Exit: “Scared is Scared” video | Due by Observation #1: School Orientation Checklist Student Teaching Schedule Weekly Reflection Log Sheet check **Due by meeting #3:** Goal Setting #4 & #5 Student Study Assignment Classroom Management Plan |
| | | BA – B7; G1-8; K SPED – A4 (a-d); D5,7 ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8 ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8 NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2 SLOs 1-4 |
| *Artifacts due:* Philosophy of Education Goal Setting #1 & #2 Case Study CMP (interview) | Content Area Literacy – Discourse Decoding (Keene) Mentoring Matters Vertical Alignment | Observation #1—To Be Scheduled |
| **March 12** | SMART Goals Five Forms of Teacher Power “Pause, Prompt, Praise” Lesson Plan - #1 (Mid-term) | Midterm Exam – Lesson Plan **Due by Observation #2:** Log Sheet check **Due by meeting #4:** Goal setting #6 Student Study Assignment Classroom Management Plan |
| | | BA – B7; G1-8; K SPED – A4 (a-d); D5,7 ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8 ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8 NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2 SLOs 1-4 |
| *Artifacts due:* Goal Setting #4 & #5 Case Study CMP | | |
| **April 9** | Rigor and Relevance Framework (Dr. Bill Daggett) School Climate | **Due by Observation #2:** Log Sheet check | **Due by meeting #5:** Goal setting #7 Classroom Management Plan Final Exam - Class Presentation—Case Study Assignment Final Reflection Visitation Record Conceptual Framework Competencies |
| | | | BA – B7; G1-8; K SPED – A4 (a-d); D5,7 ALP Sec – C4,11; F2-4, 6-10; H10; I 1, 4-5; J15: K4-6, 8 ALP Elem – B7; E; F2-4, 6,10; H10; I 3; K 4,6,8 NNMCCF: 1a, 1b, 2,3,4,5,6,7,8,9; D1,D2,D3; S1,S2 SLOs 1-4 |
| *Artifacts due:* Goal setting #6 Case Study CMP | | | |
May 7
* Artifacts due:
  - Goal setting #7
  - CMP
  - Class Presentation—Case Study
  - Final Reflection
  - Visitation Record
  - Conceptual Framework
  - Competencies

Time Logs Due

<table>
<thead>
<tr>
<th>Time Logs Due</th>
<th>Time Logs Due</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Observation #2—To Be Scheduled

Final Exam - Student Case Study Presentation

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

XIII. Assignment Descriptions/ Assessment Criteria:

<table>
<thead>
<tr>
<th>Portfolio Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Education</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>15</td>
</tr>
<tr>
<td>Video Review (2 @5pts each)</td>
<td>10</td>
</tr>
<tr>
<td>Midterm</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Plans (2 @ 7.5 pts each)</td>
<td>15</td>
</tr>
<tr>
<td>Attendance (5 mtgs @ 8 pts)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist</td>
<td>4</td>
</tr>
<tr>
<td>Student Teaching Schedule</td>
<td>4</td>
</tr>
<tr>
<td>Reflection Papers (6 @4 pts each)</td>
<td>24</td>
</tr>
<tr>
<td>Observations</td>
<td>10</td>
</tr>
<tr>
<td>Final- Presentation</td>
<td>8</td>
</tr>
</tbody>
</table>

Revised August 15, 2014
XIV. Internet sites or databases:
Public Education Department:  http://ped.state.nm.us/ped/index.html

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

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

XIX. Grading Scale:
Grading:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or Below 59%

Attendance (5 mtgs @ 8 pts)  40
Time log  10
Total points  100

Revised August 15, 2014
Letter grades are issued by instructors to indicate the quality of work done; instructors are not required to issue +/- grades.

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

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