Northern New Mexico College
College of Education
EDUCATION 305L
Semester: Spring 2015

**KNOWLEDGE PRINCIPLE**

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

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

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

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

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

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

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

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

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

**DISPOSITIONS**

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

**SKILLS**

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

I. Credit Hours: 2
II. Semester Taught: Spring 2015
III. Course Time and Place: Online through Blackboard
   Orientation Meeting: Jan. 27th 4-6pm, Room 208 in the Education Building
   Additional Face to Face Class Meetings: TBD
IV. Instructor Information
   Instructor: Felicia Maestas
   Communication Information:
   Cell: 310-963-5822
   E-mail: felicia.maestas@nnmc.edu
   Office Hours: By Appointment
V. Required Text: Delivered through Blackboard Course Modules
VI. Required Materials or Readings: Delivered through Blackboard Course Modules
VII. E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.
VIII. Attendance: Attendance is required for all class sessions. There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure.
   Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.
IX. New Mexico Initial Licensure requirements.
   ALP requirements:
   Take, pass, and provide evidence of passing the State of New Mexico’s required teacher assessments to the College of Education.
   • Provide evidence of the initial teacher assessment required by the State of New Mexico; Essential Academic Skills/Teacher Skill Assessment within the first semester of enrollment in the program. Failure to take/pass the exam will prevent enrollment in future ALP classes.
   • Provide evidence of passing the remaining State of New Mexico required assessments respective of your program within your last semester of coursework.
   BA in Elementary Education Program requirements:
   Provide evidence of passing the *New Mexico Essential Academic Skills test (score of 240 or above) before being admitted into the program. Failure to pass the exam will prevent my application from consideration. In addition, failure to take/pass the exam will prevent me from registering for any 300 or 400 Level Education courses including courses within my Bilingual, TESOL, or HSS major.
   Prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit):
   1. Provide evidence of passing the following exams:
      a. Assessment of Professional Knowledge: Elementary
      b. Elementary Education (Subtests I and II)
      c. Essential Components of Elementary Reading Instruction
2. Submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.

X. Catalog Course Description:
This course provides an overview of technology as a way of enhancing instruction. You will use the Microsoft Office Suite and a variety of educational websites to become efficient in the classroom. You will create a portfolio that will include, but not be limited to, an e-lesson, presentation, newsletter, webpage, and grade book.

XI. Course Objectives:
Students will be familiar with NETS standards, NMPED Teacher Competencies, and 21st Century Education. Students will use a variety of technology tools and resources to develop skills that support student learning and engagement through integrated technology. Upon completion of the course, students will submit an e-portfolio that will include all submitted coursework and demonstrate understanding of course content and competency.

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

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

**College wide Learning Outcomes**

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

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

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

4. **Demonstrate Proficiency in the use of Current Technology and Innovation**
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
XIII. Assignment Descriptions/Assessment Criteria:
Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Assessment of Student Competencies will be measured by:

- **Attendance and Participation:** On-line course attendance is measured by Threaded Discussion participation. It is expected that students have completed the assigned reading and/or viewed the assigned video related to the weekly discussion topic.

- **Assessment Rubrics for Assignments:** There will be a competency-based rubric for all assignments. The rubric will have a section for self-assessment. Students will be required to turn in the self-assessment, in addition to the assignment due. Work is due on the date indicated on the syllabus.

XIV. Internet sites or databases: Delivered through Blackboard Course Modules

XV. Late Work:
Your work is due on the date indicated on the syllabus. In case of an emergency or if students suffer sickness, suffer a serious personal injury, or have a death in the family, the student must contact the instructor by email and phone as soon as possible.

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

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

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

<table>
<thead>
<tr>
<th>Course Grading Criteria</th>
<th>Point Value</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Discussion Board / Reflections / Assignments</td>
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<tr>
<td>DISCUSSION BOARD PARTICIPATION:</td>
<td>10 @ 2 pts. each</td>
<td>Total: 20</td>
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<tr>
<td>- Introductions</td>
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<td>- Shared Ideas, Shared Web Resources, and Discussion Feedback</td>
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<td>- Reflections on Assigned Readings and Videos</td>
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<tr>
<td>ASSIGNMENTS:</td>
<td>6 @ 10 pts. each</td>
<td>Total: 60</td>
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<tr>
<td>- Media Literacy</td>
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<td>- Classroom Environment</td>
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<tr>
<td>- Communication</td>
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<tr>
<td>- Lesson Planning</td>
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<td>- Lesson Presentation</td>
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<td>- Assessment</td>
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<tr>
<td>MID TERM ASSIGNMENT:</td>
<td>1 @ 10 pts.</td>
<td>Total: 10</td>
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<tr>
<td>- E-Portfolio</td>
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<td>FINAL ASSIGNMENT:</td>
<td>1 @ 10 pts.</td>
<td>Total: 10</td>
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<td>- E-Portfolio</td>
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<td>Total Possible Points</td>
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<td>100</td>
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XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with you name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
### ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers

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**1. FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

<table>
<thead>
<tr>
<th>Teachers:</th>
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<tbody>
<tr>
<td>A. Promote, support, and model creative and innovative thinking and inventiveness</td>
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<tr>
<td>B. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</td>
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<tr>
<td>C. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes</td>
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<tr>
<td>D. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</td>
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</table>

**2. DESIGN AND DEVELOP DIGITAL AGE LEARNING EXPERIENCES AND ASSESSMENTS**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.

<table>
<thead>
<tr>
<th>Teachers:</th>
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<tr>
<td>A. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</td>
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<tr>
<td>B. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress</td>
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<tr>
<td>C. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources</td>
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<tr>
<td>D. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching</td>
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</table>

**3. MODEL DIGITAL AGE WORK AND LEARNING**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

<table>
<thead>
<tr>
<th>Teachers:</th>
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<tbody>
<tr>
<td>A. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</td>
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<tr>
<td>B. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</td>
</tr>
<tr>
<td>C. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats</td>
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<tr>
<td>D. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning</td>
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</table>

**4. PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

<table>
<thead>
<tr>
<th>Teachers:</th>
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<tbody>
<tr>
<td>A. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources</td>
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<tr>
<td>B. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources</td>
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<tr>
<td>C. Promote and model digital etiquette and responsible social interactions related to the use of technology and information</td>
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<tr>
<td>D. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools</td>
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</tbody>
</table>

**5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

<table>
<thead>
<tr>
<th>Teachers:</th>
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<tbody>
<tr>
<td>A. Participate in local and global learning communities to explore creative applications of technology to improve student learning</td>
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<tr>
<td>B. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others</td>
</tr>
<tr>
<td>C. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning</td>
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<tr>
<td>D. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community</td>
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<tr>
<td>NMPED Competency: INSTRUCTIONAL PLANNING AND IMPLEMENTATION</td>
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</tbody>
</table>
| **1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.** | A. Utilizes and enhances approved curriculum.  
B. Gives clear explanations relating to lesson content and procedures.  
C. Communicates accurately in the content area.  
D. Shows interrelatedness of one content area to another. | |

<table>
<thead>
<tr>
<th>NMPED Competency: TECHNOLOGY; INSTRUCTIONAL PLANNING AND IMPLEMENTATION</th>
<th>STRAND A INSTRUCTION</th>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
</table>
| **2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.** | A. Provides opportunities for students to work independently, in small groups, and in large groups.  
B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice.  
C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.  
D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.  
E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment. | |

<table>
<thead>
<tr>
<th>NMPED Competency: ASSESSMENT</th>
<th>STRAND A INSTRUCTION</th>
<th>INDICATORS (Level 1)</th>
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</table>
| **5. The teacher effectively utilizes student assessment techniques and procedures.** | A. Uses a variety of assessment tools and strategies.  
B. Uses information gained from ongoing assessment for remediation and instructional planning.  
C. Maintains documentation of student progress.  
D. Communicates student progress to students and families in a timely manner. | |

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<thead>
<tr>
<th>NMPED Competency: COMMUNICATION</th>
<th>STRAND B STUDENT LEARNING</th>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
</table>
| **3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.** | A. Explains and/or demonstrates the relevance of topics and activities.  
B. Communicates to students the instructional intent, directions, or plan.  
C. Establishes and states expectations for student performance.  
D. Clarifies actions, directions, and explanations when students do not understand.  
E. Actively solicits communication from students about their learning.  
F. Communicates regularly with students about their progress. | |

<table>
<thead>
<tr>
<th>NMPED Competency: DEVELOPMENT OF STUDENT</th>
<th>STRAND B STUDENT LEARNING</th>
<th>INDICATORS (Level 1)</th>
</tr>
</thead>
</table>
| **4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.** | A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem solving, divergent thinking, inquiry, and decision-making.  
B. Uses teaching techniques that address student learning levels, rates, and styles.  
C. Uses materials and media that address student learning levels, rates, and styles.  
D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles. | |
**NMPED Competency: CLASSROOM MANAGEMENT**

<table>
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<tr>
<th>STRAND B STUDENT LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</thead>
</table>
| 6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. | A. Serves as a model for constructive behavior patterns.  
B. Executes routine tasks effectively and efficiently.  
C. Establishes and states expectations for student behavior.  
D. Handles transitions effectively.  
E. Has materials and media ready for student use.  
F. Minimizes distractions and interruptions.  
G. Manages student behavior effectively and appropriately.  
H. Identifies hazards, assesses risks, and takes appropriate action. |

**NMPED Competency: DIVERSITY; INCLUSION**

<table>
<thead>
<tr>
<th>STRAND B STUDENT LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</table>
| 7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept. | A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).  
B. Acknowledges student performance and achievement.  
C. Acknowledges that every student can learn.  
D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.  
E. Provides students with opportunities for active involvement and creativity.  
F. Provides opportunities for students to be responsible for their behavior and learning  
G. Promotes positive student/teacher relationships.  
H. Encourages high student expectations.  
I. Demonstrates an awareness and respect for each student’s background, experience, learning ability, language, and culture. |

**NMPED Competency: PROFESSIONALISM**

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<thead>
<tr>
<th>STRAND C PROFESSIONAL LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</table>
| 8. The teacher demonstrates a willingness to examine and implement change, as appropriate. | A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.  
B. Implements a variety of strategies to enhance learning.  
C. Recognizes that change entails risk and modifications may be needed. |

**NMPED Competency: FAMILY AND COMMUNITY**

<table>
<thead>
<tr>
<th>STRAND C PROFESSIONAL LEARNING</th>
<th>INDICATORS (Level 1)</th>
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</table>
| 9. The teacher works productively with colleagues, parents and community members. | A. Collaborates with colleagues.  
B. Communicates with parents on a regular basis.  
C. Uses conflict resolution strategies when necessary.  
D. Involves parents and community in the learning environment.  
E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters. |
<table>
<thead>
<tr>
<th>Week Dates</th>
<th>Module Topic</th>
<th>Competency</th>
<th>Assignment(s) to Demonstrate Competency</th>
<th>DISCUSSION BOARD TOPICS</th>
<th>NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/20 – 01/25</td>
<td>Welcome</td>
<td>Overview of Standards and Competencies</td>
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<td><strong>DUE: 01/25</strong></td>
<td>4</td>
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<td>• Written Introductions</td>
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<td>• Questions (syllabus, class expectations, calendar, competencies, etc.)</td>
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<td><strong>DUE: 02/01 – Prezi</strong></td>
<td>4</td>
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<td>• Create and Share: Introduction of yourself to your future students using Prezi</td>
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<td>(See Blackboard Module 1)</td>
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<tr>
<td>01/26 – 02/01</td>
<td>21st Century Education</td>
<td>ISTE NETS 1. A, B 5. C NMPED 4. A 8. A</td>
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<td><strong>DISCUSSION BOARD TOPICS</strong> <strong>DUE: 01/27 – Class Discussion at Orientation Meeting</strong></td>
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<td>• Reflection on Videos</td>
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<td>• Reflection on Reading (See Blackboard Module 2)</td>
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<td><strong>DUE: 02/01</strong></td>
<td>4</td>
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<td>• Prezi</td>
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<td>• Find and Share: 3 Web Resources: Current Trends in Educ. and 21st Century Teaching (See Blackboard Module 2)</td>
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<td><strong>DUE: 02/08</strong></td>
<td>4</td>
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<td>• Complete: “Looking Back/Looking Ahead”</td>
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<td>• Find and Share: 3 Web Resources: MI and DI for 21st Century Learners (See Blackboard Module 3)</td>
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<tr>
<td>Module</td>
<td>Topic</td>
<td>ISTE NETS</td>
<td>DISCUSSION BOARD TOPICS</td>
<td>ASSIGNMENT DUE</td>
<td>Knowledge</td>
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<td>4</td>
<td>Media Literacy</td>
<td>4, A, C</td>
<td>DUE: 02/12</td>
<td>Reflection on Videos</td>
<td>6, 7</td>
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<td>Reflection on Reading</td>
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<td>Respond to 2 classmates' reflections</td>
<td>(See Blackboard Module 4)</td>
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<td>NMPED 6, A</td>
<td>Create: PowerPoint or Google Slide Presentation</td>
<td>(See Blackboard Module 4)</td>
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<td>7, F, I</td>
<td>ASSIGNMENT 1: DUE: 02/15</td>
<td>Create: Classroom Poster</td>
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<td>ASSIGNMENT 2: DUE: 02/22</td>
<td>Create: Wordle</td>
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<td>ASSIGNMENT 3: DUE: 03/01</td>
<td>Create: Newsletter/Parent Handout</td>
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<tr>
<td>5</td>
<td>Classroom Environment</td>
<td>2, B</td>
<td>DUE: 02/19</td>
<td>Reflection on Videos</td>
<td>7</td>
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<td>Reflection on Reading</td>
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<td></td>
<td>Find and Share: 3 Images</td>
<td>(See Blackboard Module 5)</td>
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<td></td>
<td>NMPED 7, G,H</td>
<td>ASSIGNMENT 2: DUE: 02/22</td>
<td>Create: Classroom Poster</td>
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<td>ASSIGNMENT 2: DUE: 02/22</td>
<td>Create: Wordle</td>
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<tr>
<td>6</td>
<td>Communication</td>
<td>3, C</td>
<td>DUE: 02/26</td>
<td>Reflection on Videos</td>
<td>9</td>
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<td>Reflection on Reading</td>
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<td></td>
<td>Parents / Community</td>
<td></td>
<td>(See Blackboard Module 6)</td>
<td>Create: Newsletter/Parent Handout</td>
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<td>Students</td>
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<td>ASSIGNMENT 3: DUE: 03/01</td>
<td>Create: Newsletter/Parent Handout</td>
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<td>NMPED 9, E</td>
<td>ASSIGNMENT 3: DUE: 03/01</td>
<td>Create: Newsletter/Parent Handout</td>
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<tr>
<td>7</td>
<td>Lesson Planning</td>
<td>2, A</td>
<td>DUE: 03/05</td>
<td>Reflection on Reading</td>
<td>1, 2, 6</td>
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<td>Reflection on Videos</td>
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<tr>
<td></td>
<td>Using the Template</td>
<td></td>
<td>(See Blackboard Module 7)</td>
<td>Create: Lesson Plan using NNMC Template that integrates 21st Century Learning Skills</td>
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<tr>
<td></td>
<td>Effective Resources</td>
<td></td>
<td>ASSIGNMENT 4: DUE: 03/08</td>
<td>Create: Lesson Plan using NNMC Template that integrates 21st Century Learning Skills</td>
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<td></td>
<td>CCSS / 21st Century Skills</td>
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<td>ASSIGNMENT 4: DUE: 03/08</td>
<td>Create: Lesson Plan using NNMC Template that integrates 21st Century Learning Skills</td>
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<td></td>
<td>Integrating Technology</td>
<td></td>
<td>ASSIGNMENT 4: DUE: 03/08</td>
<td>Create: Lesson Plan using NNMC Template that integrates 21st Century Learning Skills</td>
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<tr>
<td></td>
<td>Learner Created Content-Introduction</td>
<td></td>
<td>ASSIGNMENT 4: DUE: 03/08</td>
<td>Create: Lesson Plan using NNMC Template that integrates 21st Century Learning Skills</td>
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<tr>
<td>Module 8</td>
<td>Introduction to Google Resources and Google Apps for Education</td>
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<td>ISTE NETS 3, A, D</td>
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<td></td>
<td>NMPED 2, C, B, 8 A, B</td>
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<td>MID TERM ASSIGNMENT DUE: 03/20</td>
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<td>For our mid-term, we will focus on creating an e-Portfolio that will include and showcase the work that has been done to date in this course. Tutorial video, resources, and readings will be posted. You will be responsible for reading, reviewing, and understanding the material, but we will not have a required discussion board. (See Blackboard Module 8)</td>
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<td>Knowledge</td>
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<td>Skill</td>
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<td>Disposition</td>
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<td>NNMC SLO</td>
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<thead>
<tr>
<th>SPRING BREAK</th>
<th>03/16 – 03/20</th>
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<tbody>
<tr>
<td>Module 9</td>
<td>Lesson Design and Presentation</td>
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<tr>
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<td>ISTE NETS 2, A</td>
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<td>NMPED 1, B, D, 2, D, 3, A, 6, E</td>
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<td></td>
<td>DISCUSSION BOARD TOPICS DUE: 03/26</td>
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<tr>
<td></td>
<td>• Reflection on Videos</td>
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<td>• Reflection on Reading</td>
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<td>(See Blackboard Module 9)</td>
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<td>ASSIGNMENT 5:</td>
<td>DUE: 03/29</td>
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<td></td>
<td>• Create: Presentation of Lesson from Module 7 integrating Multimedia. (See Blackboard Module 9)</td>
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<tr>
<td>Knowledge</td>
<td>1, 2, 3</td>
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<td>Skill</td>
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<td>Disposition</td>
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<tr>
<th>Module 10</th>
<th>Assessment</th>
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<tr>
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<td>ISTE NETS 1, C, 2, D</td>
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<td></td>
<td>NMPED 5, A, C</td>
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<td></td>
<td>DISCUSSION BOARD TOPICS DUE: 04/02</td>
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<td>• Reflection on Videos</td>
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<td>• Reflection on Reading</td>
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<td>• Reflection on Course</td>
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<td>• Completion of Self-Assessment</td>
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<td>• Respond to 2 Classmates (See Blackboard Module 10)</td>
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<td>ASSIGNMENT 6:</td>
<td>DUE: 04/05</td>
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<td>• Create: Rubric for Lesson from Module 7 (See Blackboard Module 10)</td>
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<td>Knowledge</td>
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<td>Skill</td>
<td>1, 2</td>
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<td>Disposition</td>
<td>1, 2, 3</td>
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<tr>
<th>Module 11</th>
<th>Putting it all Together: Final Assignment e-Portfolio</th>
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<tr>
<td></td>
<td>ISTE NETS 3, A, D</td>
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<td></td>
<td>NMPED 2, C, D, 8 B</td>
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<td>FINAL ASSIGNMENT: DUE: TBD</td>
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<td>For the final week of class, you will focus on developing and refining your e-Portfolio. Include all work that was done during the class and links to resources that you found valuable. (See Bb Module 11)</td>
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<tr>
<td>Knowledge</td>
<td>1, 2, 4</td>
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<tr>
<td>Skill</td>
<td>1, 2</td>
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<tr>
<td>Disposition</td>
<td>1, 2, 3</td>
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<tr>
<td>NNMC SLO</td>
<td>4</td>
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</table>
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
Reading and Writing across the Curriculum Sec.

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

I. Credit Hours: 3

II. Semester Taught: Spring

III. Course Time and Place: By Appointment and Online via NNMC Email

IV. Instructor Information: Esquibel 505-747-2242

| Instructor: Christina Esquibel | Communication Information: Christina@nnmc.edu | Office Hours: M: 4:30-7:00 W: 2:00-4:30 |


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

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

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

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

Revised August 15, 2014
Catalog Course Description:

**Approved Catalog Description:**

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

**Additional Course Description:**

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

**VIII. Course Objectives:**

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

**Level J Competencies-Knowledge of Content**

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

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

Revised August 15, 2014
VI. comprehension;

VII. writing skills.

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

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

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

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

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

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

**Objectives**

**Students will:**

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

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

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

4) Use varied instructional groupings to prompt effective interactions among students in order to maximize learning in the content areas.

5) State the cognitive and text-based factors that influence reading comprehension.

6) Investigate the cultural, linguistic, and diverse learner factors that influence reading comprehension and subject area learning.
7) Understand lesson planning and instructional strategies that incorporate language across the curriculum.

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

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

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

The following table illustrates the pattern for the class.

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<tbody>
<tr>
<td>Begin Chapter Readings</td>
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<td>Email Instructor if you have questions, concerns, or to request meeting</td>
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<td>Chapter Assignment Due by 11:59 p.m. via NNMC Email</td>
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X. Assignment Descriptions/Assessment Criteria:

**Assignments:**

You will be required to complete assignments related to each module we study. These assignments may include lesson planning for word study, reading and writing across the curriculum. Each assignment or
lesson plan is worth 25 weighted points. Collectively, the assignments are worth 100% of your final grade. Lesson plan content, grading criteria, grading rubric and a lesson plan template are provided on the NNMC Online course file. Assignments are due on Sundays by 11:59 p.m.

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

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

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

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

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

XVI. Grading Scale:

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

XVIII. Students are responsible to refer to the Student Handbook for specific policies and procedures.
KNOWLEDGE PRINCIPLE
2. Instruction: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

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

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

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

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

I. Credit Hours: 3

II. Semester Taught: Spring 2015

III. Course Time and Place: TEC 106 Tuesdays/los martes, 4:30-6:35pm

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor: Regina Robbins, Ph.D.</th>
<th>Communication Information: <a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a></th>
<th>Office: TEC 211 Phone: 505-747-5466</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Communication Information: <a href="mailto:Regina.Robbins@nnmc.edu">Regina.Robbins@nnmc.edu</a></td>
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<td>Office: TEC 211 Phone: 505-747-5466</td>
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</table>

V. Required Text:


VI. Required Materials or Readings:


Revised January 15, 2015
• Weigle, Marta and White, Peter (2003). *The Lore of New Mexico.* University of New Mexico Press: Albuquerque (select pages)

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

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

IX. New Mexico Initial Licensure requirements

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

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

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

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

Revised January 15, 2015
X. Catalog Course Description:
Este curso va a cubrir aspectos del español tradicional de Nuevo México y del folclor de Nuevo México: la estructura lingüística, la variación regional y social, el bilingüismo, el mantenimiento y cambio, influjo del inglés e influjo del español mexicano moderno, etcétera. Este curso también va a cubrir las costumbres tradicionales de la gente de Nuevo México.

XI. Objetivos del curso:
1. Tener un conocimiento del español tradicional de Nuevo México.
2. Estar informado en cuanto a las influencias en el español de Nuevo México.
3. Comprender el desarrollo histórico del desarrollo del folclor hispano en el Suroeste y en Nuevo México.
4. Comprender factores sociolingüísticos que apoyan el mantenimiento y la revitalización del idioma.
5. Investigar y utilizar una variedad de materiales de recurso para desarrollar materiales instructivos bilingües que sean significantes y relevantes.
6. Reconocer y observar contextos particulares para el aprendizaje del español en las comunidades y en eventos.
7. Utilizar géneros verbales folclóricos para desarrollar entendimiento y creatividad.
8. Crear escenarios y contextos para que los estudiantes usen el folclor y el idioma de herencia.
9. Trabajar con estudiantes, padres y la comunidad para desarrollar actividades de investigación folclórica y eventos comunitarios en las escuelas.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>NM Teacher Competency</th>
<th>Assignment Due</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semana 1</td>
<td>Field Placement Overview</td>
<td>A 1 a,b,c,d,e,f,g</td>
<td>DUE 1/20/15: Journal Reflection #1</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2 SLO 1,2</td>
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<tr>
<td>Week 1</td>
<td>Overview</td>
<td>B 1,2,3,4,5</td>
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<td></td>
<td>Introductions</td>
<td>C 1,2,3,4</td>
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<td>B 6,7,8</td>
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<td>E 1,2,3,5,7,8</td>
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<tr>
<td>ONLINE</td>
<td>Introductions</td>
<td></td>
<td>DUE 1/25/15 Discussion Board Assignment</td>
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<tr>
<td>Semana 2</td>
<td>Anecdotes/Anécdota</td>
<td>A 1 a,b,c,d,e,f,g</td>
<td>DUE 1/27/15 Read Intro &amp; Ch 1 in Garcia</td>
<td>Knowledge 1,3,4,6,7,8,9 Dispositions 1,2,3 Skills</td>
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<tr>
<td>Week 2</td>
<td>Riddles/Adivinanzas</td>
<td>B 1,2,3,4,5</td>
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<td>Proverbs/Refranes</td>
<td>C 1,2,3,4</td>
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<td>Sayings/Dichos</td>
<td>D 3,4,5</td>
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<tr>
<td>ONLINE</td>
<td>Read Ch 11 &amp; CH 12 in Espinosa</td>
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<tr>
<td>Journal Reflection #2</td>
<td>DUE 2/1/15 Discussion Board Assignment</td>
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<tr>
<td>Semana 3 Week 3</td>
<td>Folktales Ch 3 in Garcia Pueblo-Indian Folktales NM Spanish: Myths &amp; Realities/ El español de NM: mitos y realidades</td>
<td>A 1,2,3,4,5 A, b, c, d, e, f, g B 1,2,3,4,5 C 1,2,3,4 D 6, F 1,2,3,4</td>
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<td>DUE 2/3/15 Read Ch 3 &amp; Ch 4 in Espinosa</td>
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<td>Journal Reflection #3</td>
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<td>Aurelio M. Espinosa Watch: Mapa del Corazon</td>
<td>Knowledge 2,3,4,6,7,8,9 Dispositions 1,2,3 Skills 1,2 SLO 1,2,3</td>
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<td><a href="https://www.youtube.com/watch?v=hw2v15-0ICM">https://www.youtube.com/watch?v=hw2v15-0ICM</a></td>
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<td><a href="https://www.youtube.com/watch?v=4Ljd4sLER0">https://www.youtube.com/watch?v=4Ljd4sLER0</a></td>
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<td>ONLINE</td>
<td>Fieldwork: Visit the rotunda at NNMU</td>
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<td>DUE 2/8/15 Discussion Board Assignment</td>
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<td>Semana 4 Week 4</td>
<td>Watch: Surviving Columbus Religious Folklore Ch 16 of Bills &amp; Vigil</td>
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<td>A 1,2,3,4,5 A, b, c, d, e, f, g B 1,2,3,4,5 B 6,7,8 C 1,2,3,4 D 10</td>
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<td>DUE 2/10/15 Read Ch 7 in Espinosa Read Ch 9 in Garcia</td>
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<td>Journal Reflection #4</td>
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<td>Knowledge 1,2,3,4,6,7,8,9 Dispositions 1,2,3 Skills 1, 2 SLO 1,2,3</td>
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<td>ONLINE</td>
<td>Read Teacher’s Guide to Religion in the Classroom</td>
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<td>DUE 2/15/15 Discussion Board Assignment</td>
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<td>Semana 5</td>
<td>Music</td>
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<td>DUE 2/17/15 Knowledge</td>
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<td>Week 5</td>
<td>Ballads Dance</td>
<td>a,b,c,d,e,f,g, B 1,2,3,4,5, C 1,2,3,4, B 6,7,8, E 1,2,3,5,7,8</td>
<td>Read Ch 6 in Espinosa, Read Ch 8 &amp; Ch 4 in Garcia, Journal Reflection #5</td>
<td>1,2,3,4, 5, 6,7,8,9 Dispositions, 1,2,3 Skills, 1, 2 SLO, 1,2,3,4</td>
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<tr>
<td>ONLINE</td>
<td>Watch Burning Wagon Productions</td>
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<td>DUE 2/22/15 Discussion Board Assignment</td>
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<td>Semana 6 Week 6</td>
<td>Oral Presentations</td>
<td>A 1, a,b,c,d,e,f,g, B 1,2,3,4,5, B 10, 11, C 1,2,4, E 1, 2</td>
<td>DUE 2/24/15 Children’s Book Midterm Oral Journal Reflection #6</td>
<td>Knowledge 1,2,3,4,6,7,8,9 Dispositions, 1,2,3 Skills, 1, 2 SLO, 1,2,3,4</td>
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<td>ONLINE</td>
<td>Fieldwork: Visit a public Library, find and read 3 Children’s folktales to Children</td>
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<td>DUE 3/1/15 Discussion Board Assignment</td>
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<td>Semana 7 Week 7</td>
<td>Cinema Drama Theatre Bless Me Ultima</td>
<td>A 2, B 9, C 5, D 1,2,3,4,5, D 6,7,8,9, E 1,2,3,4,5,6, F 4</td>
<td>DUE 3/3/15 Journal Reflection #7 Book/Film Review</td>
<td>Knowledge 1,2,3,4,6,7,8,9 Dispositions, 1,2,3 Skills, 1, 2 SLO, 1,2,3,4</td>
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<td>ONLINE</td>
<td>Fieldwork: Watch La leyenda de la llorona or another approved folklore film Optional: **Visit The Museum of International Folk Art in Santa Fe <a href="http://www.internationalfolkart.org/">http://www.internationalfolkart.org/</a></td>
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<td>DUE 3/8/15 Discussion Board Assignment</td>
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<td>Semana 8 Week 8</td>
<td>Festivals/ Las Ferias</td>
<td>A 1, a,b,c,d,e,f,g, B 1,2,3,4,5</td>
<td>DUE 3/10/15 Read Ch 5 in Espinosa</td>
<td>Knowledge 1,2,3,4,6,7,8,9 Dispositions</td>
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<td>C 1,2,3,4</td>
<td>Final Project</td>
<td>1,2,3 Skills 1, 2 SLO 1,2,3,4</td>
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<td>ONLINE</td>
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<td>DUE 3/15/15</td>
<td>Reflection Synthesis Paper Due</td>
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<td>SPRING BREAK!!!</td>
<td>NO CLASS</td>
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<td>4/7/15</td>
<td>Bilingual Lecture</td>
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<td>Series #1</td>
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<td>Series #2</td>
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<td>4/21/15</td>
<td>Bilingual Lecture</td>
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<td></td>
<td>Series #3</td>
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<td>4/28/15</td>
<td>Bilingual Lecture</td>
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<td>Series #4</td>
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<tr>
<td>5/5/15</td>
<td>Cinco de Mayo!</td>
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<td>All FINAL PROJECTS &amp; ASSIGNMENTS DUE!!!!</td>
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</tbody>
</table>

XIII. Assignment Descriptions/ Assessment Criteria:

**Presencia/Attendance (20%):**
All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Beyond the reading done in preparation for class meetings, students are expected to participate in and facilitate discussions and present a final project.

Su presencia es requerida en todas las sesiones de clases. Las clases de educación son basadas en competencias, lo cual significa que los estudiantes deben lograr todas las competencias del Estado de Nuevo México. Una falta de asistencia durante las clases de tiempo completo requerirá trabajo de recuperación comparable al perdido y está sujeto al criterio o juicio del profesor.

Students are required to sign in to document attendance in each class. Attendance will account for a total of 10% of the overall grade. Any absence beyond one

Students are required to come prepared and participate in class discussions/activities.

Revised January 15, 2015
Participation will account for a total of 10% of the overall grade.

**Panel de Discusión/Disccussion Board Assignments (24%):**

**Week One (3%):** During the introductory week, students will begin by telling the instructors, and one another, about their jobs/studies, their interests and what they hope to learn from this course. Students will be asked to share what folklore means to them and how it is alive in their lives. Students will quote their favorite Spanish saying, proverb, riddle or anecdote and explain their appreciation for what they chose to share.

**Extra Credit:**

1. You may include an image of something that represents Spanish Folklore to you and earn 1% extra credit for your overall grade.
2. You may include an image of something that represents New Mexican Folklore to you and earn 1% extra credit for your overall grade.

**The following weeks will have major subject areas, yet weekly activities will be modified to reflect student needs and interests and maximize the experience of students while introducing and challenging them with new material.**

**Week Two (3%):** Consider the types and classes of Spanish folktales preserved in New Mexican Spanish Folktales (i.e., as described at the bottom of pg. 177 in Espinosa: riddle tales, moral tales, religious tales, human tales of adventure, romantic tales, demon and ogre tales, etc.) and explain how you would categorize each of the 5 tales from Ch 12 of Espinosa (e.g., The Three Manofashicos (Dunces); The Three Counsels; The Three Brothers; The Enchanted Prince; The Twelve Truths of the World).

**Week Three (3%):** If you were to add a fifth panel to the NNMU rotunda exhibit, what would it be and why?

**Week Four (3%):** Consider your readings from Ch 7 in Espinosa and Ch 9 in Garcia. Discuss where you see these themes alive in Northern New Mexico daily life today?

**Week Five (3%):** Choose a ballad or song from your readings in Garcia (Ch 4 or Ch 8) or Espinosa (Ch 6) and discuss at least three parallels that you see between this piece and the dances/animation pieces you viewed in *Burning Wagon Productions?*

**Week Six (3%):** Recommend three great bilingual children’s folktale books and explain why you feel they are worth recommending.

**Week Seven (3%):** Choose a character from *Bless Me Ultima* or another folktale film you watched. Make a list of objects and images associated with this character. Using the posted poem *Abuelito Who* as a model, write a poem about this character that conveys their most essential traits. Your poem should be 23 lines long and follow the format of *Abuelito Who* by keeping all of the who and is words in place.

Revised January 15, 2015
Week Eight (3%): Describe a New Mexican custom, superstition or belief that you have experienced or learned about. Briefly explain the history and significance of this custom, superstition or belief and give an example of a similar custom, superstition or belief found in Spain.

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

***RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
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</thead>
<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
</tr>
<tr>
<td>Completeness</td>
<td>The material posted lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
<td>The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well presented.</td>
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<tr>
<td>Evidence of Collaboration</td>
<td>Content of the posting provides no evidence of collaboration with peers. No</td>
<td>Content of the posting provides limited evidence of collaboration with peers. Less than 1</td>
<td>Content of the posting provides good evidence of collaboration with peers; 2 supporting</td>
<td>Content of the posting provides good evidence of collaboration with peers; 3 supporting</td>
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<tr>
<td>supporting references were used and no comments on peer posts were made.</td>
<td>supporting reference or comment on peer posts was made.</td>
<td>references or comments on peer posts were made.</td>
<td>references or comments on peer posts were made.</td>
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**Libros Infantiles Midterm/Children’s Book Midterm (10%)**

Los estudiantes van a leer un libro infantil elegido, crear un plan de lección usando ese libro y facilitar un discurso sobre el libro y la lección.

*La calificación será a base de terminación y sobre 10: 5 por la lección escrita y 5 por la el cuento oral y la facilitación de un discurso.*

Students will read a selected children’s book, create a lesson plan using that book, and facilitate a discussion about the book and the lesson.

*Grading will be based on completion and out of 10 total points: 5 for the written lesson plan and 5 for the oral reading and discussion facilitation.*

**Observaciones de la clase bilingüe/Bilingual Classroom Observations (6%)**

Los estudiantes van a observar 3 horas de clases bilingües.

*Cada hora de observación documentada cuenta por 3.33% de la nota final.*

Students will observe 3 hours of bilingual classes.

*Each hour of logged observation time accounts for 3.33% of the overall grade.*

**Written Assignment #1: Resumen del libro/Book Report or Film Review/Resumen de una película or Resumen del museo/Museum Review (10%)**

Los estudiantes van a escoger un libro/un filme folclórico/un museo folclórico (aprobado por la profesora), leerlo/verlo/visitarlo y escribir un resumen, conectándolo a los temas de clase.

*Este reporte debe ser 2-3 páginas y será calificada con base a la rúbrica debajo.*

Students will select a folklore book/film/museum (approved by the professor), read it/view it/visit it and write a review, connecting it to class themes.

*This report must be 2-3 pages and will be graded according to the rubric below.*

**Written Assignment #2: Composición de síntesis/Synthesis paper (10%)**

Los estudiantes van a escribir una composición de 4-5 páginas explicando cómo su práctica y filosofía crecieron y lo que aprendieron en este curso y cómo piensan aplicarlo a la educación bilingüe en el futuro.

*Este reporte debe ser 4-5 páginas y será calificada con base a la rúbrica debajo.*

Students will write a 4-5 page paper explaining how your knowledge, practice and philosophy grew, citing what they learned in this course and explaining how they plan to apply this to a career in bilingual education.

*This paper must be 4-5 pages and will be graded according to the rubric below.*
WRITTEN ASSIGNMENT #1 & #2 WILL BE GRADED ACCORDING TO THE RUBRIC BELOW:

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
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<tr>
<td>• Superior coverage of subject, topic and/or thesis</td>
<td>• Superior coverage of subject, topic and/or thesis</td>
<td>• Adequate coverage or subject, topic and/or thesis</td>
<td>• Little coverage or subject, topic and/or thesis</td>
<td>• Does not cover subject/topic</td>
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<td>• Meets or exceeds the required length.</td>
<td>• Meets required length</td>
<td>• Appropriate length to cover topic and/or thesis</td>
<td>• Less than the required length to cover topic and/or thesis</td>
<td>• Not adequate in length</td>
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<td>• Assertions exceptionally well supported and/or illustrated</td>
<td>• Assertions well supported</td>
<td>• Assertions generally supported and/or illustrated</td>
<td>• Assertions minimally supported and/or illustrated</td>
<td>• Assertions inadequately supported and/or illustrated</td>
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<th>Organization</th>
<th>Excellent - 5</th>
<th>Above Average - 4</th>
<th>Average - 3</th>
<th>Below Average - 2</th>
<th>Not Adequate - 1</th>
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<tr>
<td>• Thoughts exceptionally well organized and presented</td>
<td>• Thoughts mostly organized and presented</td>
<td>• Thoughts generally well organized and presented</td>
<td>• Thoughts minimally organized and presented</td>
<td>• Thoughts not clearly organized</td>
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<th>Creativity &amp; Style</th>
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<th>Average - 3</th>
<th>Below Average - 2</th>
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<tr>
<td>• There is much evidence of imagination</td>
<td>• There is some evidence of imagination</td>
<td>• There is some evidence of imagination</td>
<td>• There is minimal evidence of imagination</td>
<td>• Details are a listing of facts with no concern for creativity or imagination</td>
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<td>• Ideas are unique and enhance arguments</td>
<td>• Many ideas are unique and well thought out</td>
<td>• Some ideas are unique</td>
<td>• Ideas are cliché or over simplistic</td>
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<td>• Creativity flows with multiple facts</td>
<td>• Creativity flows with some facts</td>
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<th>Mechanics</th>
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</tbody>
</table>

Revised January 15, 2015
Final Project: El proyecto final /Final project (20%)

Students will contribute toward a class performance project and share not only in the creation of a class festival, reflecting one or more class themes, but also in the creation of a grading rubric for the performance project. Students will each individually assess the final project, according to the rubric developed.

Daily Attendance & Participation 20 % DUE: Weekly
Discussion Board Assignments 24 % DUE: Weekly
Children’s Book Midterm/Oral 10 % DUE: 2/24/2015
Book Report/Film Review 10 % DUE: 3/3/2015
Classroom Observations 6 % DUE: 3/10/2015
Final Project 20 % DUE: 3/10/2015
Synthesis paper 10 % DUE: 3/15/2015

** EXTRA CREDIT can be earned by attending lecture series presentations. Students that sign in attendance at an April lecture series at NNMC will earn 1% toward their overall grade/event. A total of 4 lectures will be presented and a total of 4% extra credit can be earned.

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

Field Lab Experiences:

Professional Competency-Based Collection of Artifacts* 20%
Field Lab Experience Log Sheet 50%
Classroom Disposition Checklist (Faculty) 5%
Field Placement Disposition Checklist (Mentor) 5%
Self-Assessment Disposition Checklist 5%
Additional Artifact(s) 15%

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

Required Courses for Competency Based Collection of Artifacts:

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

B.) Required Professional Competency-Based Artifact Rubric

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

XIV. Internet sites or databases

Revised January 15, 2015
http://symbolcodes.tlt.psu.edu/bylanguage/spanish.html
http://www.learnnc.org/lp/editions/brdglangbarriers/1913
http://www.native-languages.org/pueblo-legends.htm
http://www.cristobalmartinez.net/BurningWagon.html
http://www.cristobalmartinez.net/Bio.html

XV. Late Work:
All discussion board assignments and class readings must be completed by the due date on the syllabus. All other projects and assignments must be submitted by 5/5/2015.

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

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

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

XIX. Grading Scale:

A=90-100%
B=80-89%
C=70-79%

Revised January 15, 2015
XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1(submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

XXI. Students are responsible to refer to the Student Handbook for specific policies and procedures.
EDBE/TE 416 Second Language Acquisition

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

Northern New Mexico College
College of Education
EDBE/TE 416
Semester: SPRING 2015

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

I. Credit Hours: 3

II. Semester Taught: SPRING 2015

III. Course Time and Place: Mondays, 16.00-18.35 and BLACKBOARD

IV. Instructor Information:

| Instructor: DR. SARAH O BRIEN | Communication Information: 505 747 2251 sarah.obrien@nnmc.edu | Office Hours: Monday, 2-4 p.m. (Please make a/p) |

REQUIRED TEXTS:


  *Available for check out from AVANCE office, Teacher Ed. Center. Books must be returned on the last day of class.


- Proctor, P. (2014) Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, OELA and WhatWorks Review


- World Class Instructional Design and Assessment (WIDA) English Proficiency Standards and Resource Guide

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

VI. **Attendance:**
Attendance is required for all class AND ONLINE sessions.

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

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

VII. **New Mexico Initial Licensure requirements.**

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

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

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

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

Revised January 15, 2015
VIII. Catalog Course Description:

This course explores theories of both first and second language acquisition. It will also examine the relationship between language use and language development in the home, school, and community. An emphasis will be placed on developing an understanding of language acquisition and bilingualism in a classroom environment.
7. Course Outcomes:
   1. Expand understanding of the culturally and linguistically diverse (CDL) student, family and community.
   2. Expand understanding of the relationship between first and second language development.
   3. Develop an understanding of the relationship between academic language development and the process by which students acquire language as mediated in the home environment, the community at large, and the school environment.
   4. Develop an understanding of English language development assessment for the state of New Mexico and score interpretation and placement.
   5. Develop an understanding of appropriate strategies, curriculum and assessment to promote English language development.

8. Class Topics, NM Teacher Competencies:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern New Mexico College of Education Conceptual Framework. Assignments in this course correspond:

**TESOL competencies as listed below-**

A. Knowledge of students - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.

   (1) The teacher recognizes and accepts the home language as a valid system of communication.
   (2) The teacher knows the effects of cultural and socioeconomic variables on the students’ general level of development and socialization.
   (3) The teacher understands the factors that contribute to the lifestyles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.
   (4) The teacher knows about exceptionalities in learning and, is able to access resources and facilitate inclusive learning for all students.

B. Knowledge of language and language development - New Mexico teachers of English as a second language are models of language proficiency and have knowledge of a second language. In addition, they draw on their knowledge of language and language development to understand the process by which students acquire both their first and second languages, to develop instructional strategies that promote language development, and to modify the curriculum as necessary to accommodate the needs of new language learners.

   (1) The teacher demonstrates proficiency in English literacy at a level commensurate with the teacher's role as a language model.
   (2) The teacher has knowledge of the process of oral and (where applicable) written language acquisition in the first and second language.
   (3) The teacher demonstrates knowledge of the ESL (English as a second language) component in bilingual education.
(4) The teacher understands the integrated nature of cognitive and affective language development.
(5) The teacher understands and respects vernaculars, including social and regional varieties.
(6) The teacher has knowledge of another language and culture, i.e. a minimum of two semesters of university coursework in a language other than English.

**Bilingual competencies as listed below-**

C. English language development

(1) The teacher recognizes and accepts the standard and dialectal language variety as valid systems of communication, each with its own legitimate functions.
(2) The teacher demonstrates knowledge of the basic nature of language, language acquisition, language variation, language change, and the relations of language to society and culture.
(3) The teacher demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.
(4) The teacher identifies structural and semantic differences between the student’s first and second language, recognizing areas of potential influences of the first language and utilizes this information for instructional purposes.
(5) The teacher uses methods for teaching English as a second language for the English language development of students in all content areas, including the language arts.

IX. Class Topics, NM Teacher Competencies and Assignments:

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

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

**College wide Learning Outcomes**

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic</th>
<th>Readings</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS 1 01-26</td>
<td>WHO ARE OUR ENGLISH LANGUAGE LEARNERS?</td>
<td>Introductions Syllabus Review Chapter 1, Freeman.</td>
<td>C1 C2 C3 C4 B4 A2</td>
<td></td>
<td>Knowledge: 2, 7, 4, 5 Skills: 1, 2 Disposition: 1, 2 &amp; 3 NNMC SLO: #1, 2, 3.4</td>
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<td></td>
<td>What Impacts their Academic Performance?</td>
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<tr>
<td>ONLINE</td>
<td>2nd Language Acquisition in NEW MEXICO</td>
<td>State of New Mexico Bilingual and Multicultural Report 2013-2014</td>
<td>C1 C2 C3 C4 B1 B2 B3 A2</td>
<td>Blackboard Discussion Due 02/04 Reflective Journal # 1</td>
<td>NNMC SLO: #1, 2, 3.4 Disposition: 1, 2 &amp; 3 Knowledge: 2, 7, 4, 5 Skills: 1, 2</td>
</tr>
<tr>
<td>CLASS 2 02/05</td>
<td>FACTORS IMPACTING 2nd LANGUAGE ACQUISITION</td>
<td>Ch. 12, Second Language Acquisition, pp 329-370</td>
<td>C1 C2 C3 C4 B1 B2 B3 A2 A4</td>
<td>NNMC SLO #1, 2, 3. 4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
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<tr>
<td>ONLINE</td>
<td>FACTORS IMPACTING 2nd LANGUAGE ACQUISITION</td>
<td>Proctor, P. Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, OELA <a href="http://edstream.ed.gov/webcast/Play/7f9570b95f594e388fdcffdb0af473a41d">http://edstream.ed.gov/webcast/Play/7f9570b95f594e388fdcffdb0af473a41d</a></td>
<td>C1 C2 C3 C4 C5 B1 B2 B3</td>
<td>Blackboard Discussion Due 02/08 Reflective Journal #2</td>
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Revised January 15, 2015
<p>| CLASS 4  02/16 | THEORIES OF 1st and 2nd LANGUAGE ACQUISITION | Freeman Read Chapter 5 – What are the principal theories of first and second language acquisition | C1 C2 C3 C4 B1 B2 B3 A3 | Mid-Term Exam | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| ONLINE | THEORIES OF 1st and 2nd LANGUAGE ACQUISITION | EXPLORATION OF WEB RESOURCES | C1 C2 C3 C4 C5 B1 B2 B3 A1 A4 | Reflective Journal #4 Blackboard Discussion Due 02/22 | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 5  02/23 | KEY CONCEPTS IN BILINGUAL EDUCATION | Gass, Ch. 3, Second Language Acquisition | C1 C2 C3 A1 A3 C4 B1 B2 B3 |  |  |</p>
<table>
<thead>
<tr>
<th>ONLINE</th>
<th>INVOLVING PARENTS AND DEVELOPING AN INTERCULTURAL ORIENTATION</th>
<th>Freeman, Chapter 7, How can schools develop an intercultural orientation? Ncela.us/webinars Meeting the Needs of Dual Language Learners.</th>
<th>C1 C2 C3 C4 C5 B1 B2 B3 A1</th>
<th>Reflective Journal #5 Blackboard Discussion Due 03/01</th>
<th>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS 6 03/02</td>
<td>MEASURING LANGUAGE DEVELOPMENT</td>
<td>WIDA English Language Development Standards</td>
<td>C1 C2 C3 C4 B1 B2 B3 A1</td>
<td>Powerpoint Presentation</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 5, 4, 7, 9, 1 Skills 1,2</td>
</tr>
<tr>
<td>ONLINE</td>
<td>MEASURING LANGUAGE DEVELOPMENT</td>
<td>Review of WhatWorks website.</td>
<td>C1 C2 C3 C4 B1 B2 B3</td>
<td>Threaded Discussion Blackboard Discussion Due 03/08</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 5, 4, 7, 9, 1 Skills 1,2</td>
</tr>
</tbody>
</table>
Assignment Descriptions/ Assessment Criteria:

1. Course Participation........................................................................................................20%
Candidates are expected to fully engage in class and online discussions and read all
required texts and articles thoroughly and deeply prior to class sessions.
Please see the Course Participation rubric on Blackboard and NNMC’s Classroom
Dispositions for standards.

2. Written Exams..............................................................................................................20%
   Mid Term Exam.............................................................................................................10%
   Final Exam....................................................................................................................10%
The mid-term and final exam will test your understanding of how language is acquired,
major theories of language acquisition and any other materials, readings and discussion
covered during class. Sample questions and answers will be provided before an exam
and serve as a base for review of materials and to familiarize students with exam type.

3. Teacher Interview.......................................................................................................20%
For this course and the assessment course, candidates will contact a
public school ESL/ Bilingual Ed. teacher. They will conduct an interview in which
inquiry is made into the type of dual language or English language program used in the
school, the assessment processes in his or her school, as well as
the instructional model and approaches used by the teacher. A list of sample questions
is appended to the syllabus.

4. Reflective Journal.......................................................................................................20%

X.
Candidates will submit 5 journal entries as one typed, final document at the end of the course. Through the journal, students explore course content through completion of a series of activities and ensuing reflections that demonstrate their understanding of and engagement with course content. For example, journals will be used to explain universal features of language, major theories of language acquisition, relationship between language and culture, and measurements and assessment of second language development. Length, about 1 page, 12 font, 1.5 spacing.

5. Powerpoint Presentation

Candidates will share a power-point presentation based on one of the theories of language acquisition covered during the course. Presentations will overview the main characteristics of the theory, outline its strengths and short-comings, and how knowledge of this theory might improve our teaching style and strategies. Powerpoints will be graded by a rubric that aligns with the TESOL 2012 Standards, which will be posted on BlackBoard.

RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

***RUBRIC FOR GRADING DISCUSSION BOARD POSTINGS***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
</tr>
</tbody>
</table>

Revised January 15, 2015
**RUBRIC FOR GRADING OF REFLECTIVE JOURNALS**

**Journal Rubric**

The Reflective Journal is included as part of the course modules. It requires students to comment on some of the assigned readings from texts and/or review online information and apply or reflect on what you have been reading about. Then students will write their responses or reactions as an entry into the journal. Your reflective journal will be submitted via Blackboard email system to the professor by the dates indicated in the syllabus. Length, about two thirds of a page each entry.

***Los estudiantes de EDBE 416, o sea, el programa bilingüe, pueden presentar sus reflexiones en español***

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
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<tbody>
<tr>
<td>Content and style</td>
<td>Need Improvement</td>
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<td></td>
<td>(1 points)</td>
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<td></td>
<td>The report barely</td>
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<td>conforms to expectations of quality in content and style. The writing fulfills given task parameters in only some respects; it contains a number of factual errors or misuse of sources, and constitutes a weak attempt to create a mature, well-prepared professional report. It shows an emerging level of awareness and sophistication, which</td>
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<tr>
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<td>of quality in content and style. The writing fulfills given task parameters in most respects; it contains few factual errors or misuse of sources, and constitutes a mature, well-prepared professional and balanced report. It shows a sound level of awareness and sophistication which conforms to the assignment’s</td>
</tr>
<tr>
<td>Understanding of subject and professional standards</td>
<td>Objective/Criteria</td>
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<td>-----------------------------------------------------</td>
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<tr>
<td>- Need Improvement</td>
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<td>- Meet Expectations</td>
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<td>- Exceptional</td>
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<td>Objective/Criteria</td>
<td>Performance Indicators</td>
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<tr>
<td>Need Improvement</td>
<td>Meet Expectations</td>
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<tr>
<td>ability to provide valid criticism and occasionally identify effective v. not-so effective applications. Narrative demonstrates some basic awareness and sensitivity towards culturally diverse situations/ context and a rather basic level of ability to provide principled responses.</td>
<td>growing ability to provide valid criticism and often identify effective v. not-so effective applications. Narrative demonstrates good awareness and strong sensitivity towards culturally diverse contexts and the ability to often provide sound principled responses.</td>
</tr>
</tbody>
</table>

**Organizational structure**

(1 points) The organizational structure is scarcely smooth, logical, and coherent; it offers poor choice in transition making it seem somewhat choppy; it complies with few of the required items. A significant number of required items are either missing or not fully addressed as required. It fails to meet submission deadline.

(2 points) The organizational structure is somewhat smooth, logical, and coherent; it offers mostly well-chosen transitions; it complies with most items in required report format. Most required items were fully addressed and approaches submission due date.

(3 points) The organizational structure is smooth, logical, coherent and complete, with well-chosen transitions to present a cohesive narrative. The summary and reaction sections are clearly labeled and show desirable dispositions towards diverse learners and the school. All required items were fully addressed and submitted in a timely fashion.

**Clarity of writing**

(1 points) The prose is somewhat clear and apt with a limited degree of awareness, precision and pertinent details/ examples; it is suggestive of an emerging ability to monitor and adjust instruction. The rationale/ reflection is vague at times and with little support, showing an emerging proficiency in utilizing best practices that are responsive to diverse learners’ needs. The report shows some mechanical errors in punctuation, grammar, spelling, and sentence.

(2 points) The prose is mostly clear, apt, and occasionally insightful; the report demonstrates a good degree of awareness, precision and pertinent details/ examples suggestive of a mostly reliable ability to monitor and adjust instruction. The rationale/ reflection is mostly clear and with good support, showing proficiency in utilizing best practices that are well-tuned to diverse learners’ needs. The report is virtually free of major mechanical errors in punctuation, grammar, spelling, and sentence.

(3 points) The prose is clear, apt, and consistently insightful; the report demonstrates a high degree of pedagogical awareness, precision and pertinent details/ examples suggestive of significant ability to successfully monitor and adjust instruction. The rationale/ reflection is clear and well-supported, showing high proficiency in utilizing best practices that are finely tuned to diverse learners’ needs. The report is free of mechanical errors in punctuation, grammar,
XI. Late Work:

Your work is due on the date indicated on the syllabus. Course work will not be accepted past the due date.

XII. Students with Disabilities:

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

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

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

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

If you are going to use that in your grading be sure the grading scale reflects that grading system.

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

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

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 involvement.

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: BLACKBOARD

iv. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SARAH O BRIEN</td>
<td>505 747 2251</td>
<td>Mon-Friday</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:sarah.obrien@nnmc.edu">sarah.obrien@nnmc.edu</a></td>
<td>09.00-16.00</td>
</tr>
<tr>
<td></td>
<td>(Please make a/p)</td>
<td></td>
</tr>
</tbody>
</table>

v. Required Text:

**The required Textbooks can be borrowed from the AVANCE office, which is located upstairs in the Teacher Education Center. Please contact delmeria.martinez@nnmc.edu to check out your book. Books must be returned in acceptable condition by May 7, 2015.**


O Malley J. and L. Valdez (1996) *Authentic Assessment for English Language Learners, Practical Approaches for Teachers* Longman (Available for check out from Teacher Ed. Center)

Readings on Blackboard:

- Castaneda, M. Rodriguez-Gonzalez, *Enhancing Reading Proficiency in English Language Learners (ELLs): The Importance of Knowing Your ELL in Mainstream Classrooms*.
- World Class Instructional Design and Assessment (WIDA) English Proficiency Standards and Resource Guide
- Hellman, Andrea (2011) *Assessment with P-12 English Language Learners*, (TESOL, 2011)
- State of New Mexico Bilingual Multicultural Education Annual Report for School Year 2013-2014

**Culturally Relevant Literature**

Candidates will read and plan lesson activities around a culturally relevant literature chapter book (see examples below). Each group will make a powerpoint presentation of the book and lesson activities to the class.


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

vii. Attendance:

Attendance is required for all class sessions.

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

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

viii. New Mexico Initial Licensure requirements.

**ALP requirements:**

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

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

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

**Catalog Course Description:**
This course focuses on the understanding of teaching methodologies in the bilingual/ESL classroom. A variety of instructional strategies, techniques, and alternative assessments will be explored with an emphasis on critical reflective practice.

**Course Objectives:**
- Expand understanding of the culturally and linguistically diverse (CDL) student
- Expand understanding of effective program models for CDL students; CALLA Method of Instruction and Sheltered Method of Instruction (SDIE & SIOP).
- Develop an understanding of cognitive academic language learning in the bilingual/ESL classroom.
- Expand understanding of learning strategies.
- Expand understanding of teaching strategies.
- Expand knowledge on the use of technology in the bilingual/ESL classroom.
- Identify, describe and analyze criteria for selecting or creating appropriate and bias free instructional materials for English language development in “content” areas.
- Develop an understanding of appropriate alternative assessment instruments (portfolios, authentic assessments) in the bilingual/ESL classroom.
- Expand understanding of reflective practice as a means to improve student achievement and professional growth.

**College wide Learning Outcomes**
NNMC is committed to the assessment of identified student learning outcomes (SLOs) indicated below. Every course in a candidate’s program will address one or more of these four (4) outcomes.
1. Ability to communicate clearly and effectively
   a. Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.

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

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

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

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

TESOL and Bilingual Education Competencies as listed below

E. Meaningful learning through multiple paths to knowledge - New Mexico teachers of English as a second language use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways. They provide multiple paths to help students develop language proficiency and strengthen understanding of the pertinent disciplines. They effectively use the English language to enhance subject-matter learning.

   (1) The teacher develops a large repertoire of active teaching and learning strategies appropriate to distinct learning styles and developmental levels of students.
   (2) The teacher develops a knowledge base and teaching strategies related to the basic elements and methodologies appropriate to the development of literacy and content area knowledge.
   (3) The teacher demonstrates an ability to utilize innovative, communicative-based teaching techniques to enhance the language acquisition process.

Revised January 15, 2015
(4) Instructional resources - New Mexico teachers of English as a second language select, adapt, create, and use rich and varied resources.
(5) The teacher knows procedures for identifying biases and deficiencies in existing curriculum and strategies to modify it to address student linguistic, cultural, and developmental needs.
(6) The teacher knows strategies to develop, acquire, adapt and evaluate materials appropriate to the alternative language/multicultural classroom.
(7) The teacher explores, evaluates, and uses technology including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students.
(8) Learning environment - New Mexico teachers of English as a second language establish a caring, inclusive, safe, and linguistically and culturally rich community of learners where students take intellectual risks and work both independently and collaboratively.
(9) The teacher demonstrates knowledge of and applies management techniques appropriate to classrooms.
(10) The teacher creates a climate of high expectations for all students.
(11) The teacher creates a secure learning atmosphere in order to facilitate a risk-taking environment.
(12) The teacher creates meaningful curricula with materials and activities that foster critical thinking skills.

F. Assessment - New Mexico teachers of English as a second language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.
(1) The teacher understands the principles and theories of second language assessment.
(2) The teacher shall be able to administer language assessments, interpret results, and incorporate them into instruction.
(3) The teacher recognizes potential linguistic and cultural biases in assessment instruments including standardized tests.
(4) The teacher utilizes alternative assessment measures including portfolio and authentic assessments.

G. Reflective practice - New Mexico teachers of English as a second language regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.
(1) The teacher develops the ability to self-monitor and self-reflect on teaching strategies, value systems, and beliefs as they relate to students.
(2) The teacher continuously assesses and adjusts his/her own language usage in the classroom in order to maximize student comprehension and verbal participation.

D. Instructional methodology
(1) The teacher demonstrates knowledge of the philosophical, historical, legal, theoretical, and sociological foundations of bilingual education programs, including a knowledge of national, state and local curriculum requirements and
standards.
(2) The teacher demonstrates knowledge of major models and prototype of bilingual and English as a second language programs and components of such programs.
(3) The teacher demonstrate knowledge of theories of first and second language acquisition by utilizing teaching methods appropriate to various language groups, distinct learning styles, different developmental levels.
(4) The teacher demonstrates knowledge of and use theories, approaches, methods, and techniques for teaching listening, speaking, reading and writing in two or more languages in the development of literacy, mathematics, social studies, science, art, music and physical education.
(5) The teacher demonstrates curriculum planning and classroom management skills, including procedures for identifying biases and deficiencies in existing curricula and strategies to modify the curriculum to better address student linguistic, cultural and developmental needs in English and the language other than English.
(6) The teacher applies strategies to develop, acquire, adapt and evaluate materials appropriate to the bilingual/multicultural classroom.
(7) The teacher demonstrates abilities to organize, plan and teach specific lessons in required curriculum areas using the appropriate terminology in English and the language other than English.
(8) The teacher demonstrates the ability to collaborate with other education professionals in promoting the participation of second language learners in all aspects of schooling.
(9) The teacher explores, evaluates and uses technology including applications, tools, educational software, and assorted documentation for culturally and linguistically diverse students.
(10) The teacher knows about exceptionalities in learning, and is able to access resources and facilitate inclusive learning for all students.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic</th>
<th>Sub Topics and Activities</th>
<th>Readings</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMCSLO</th>
</tr>
</thead>
</table>
| CLASS 1 | INTRODUCTION | 1. ELLs in U.S. schools  
2. Syllabus & Course Overview | Collier & Thomas (1999) *Making U.S. Schools Effective for English Language Learners* TESOL | E7 G2 E2 E1 E8 D9 | Blackboard Threaded Discussion  
Video Submission #1 | Knowledge  
2, 7, 4, 5  
Skills 1, 2  
Disposition 1, 2 & 3 |
<p>| CLASS 2 01-29 | Educational Outcomes for English Learners in Different Instructional Programs <a href="http://edstream.ed.gov/webcast/Play/38bac1645673417e942314224b5dc1011d">link</a> | Moughamian, A. C., Rivera, M. O., &amp; Francis, D. J. (2009). Instructional models and strategies for teaching English Language learners. | E1 E6 D9 | Reflective Journal #1 Threaded Discussion Due 02/04 | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 3 02/05 | LANGUAGE 1. Language Acquisition 2. Language Development <a href="https://www.youtube.com/watch?v=Vt4Dfa4fOEY">link</a> | Herrera/Chapte r 3: Linguistic Dimensions of Methods for CLD Students | E8 D10 D9 | Reflective Video Submission #2 Due 02/11 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 4 02/12 | TEACHING ELL’s Connecting Research, Practice and Policy Implementation for English Learners <a href="http://edstream.ed.gov/webcast/Play/7f9570b95f594e388f">link</a> | Proctor, P. <em>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</em>, OELA | E1 E6 | Reflective Journal #2 Due 02/18 Threaded Discussion | NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2 |</p>
<table>
<thead>
<tr>
<th>CLASS</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT</th>
<th>ASSIGNED TO</th>
<th>DISCUSSION</th>
<th>SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>02/19</td>
<td>SHELTERED MODEL OF INSTRUCTION</td>
<td>Herrera/Chapter 8: The Sheltered Method of Instruction Goldberg, C <em>Teaching English Language Learners</em></td>
<td>E1 E6 D2 D6</td>
<td>Video Submission #3 Due 02/25 Threaded Discussion</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
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</tr>
<tr>
<td>6</td>
<td>02/26</td>
<td>CALLA Method of Instruction</td>
<td>Herrera, Ch. 9 CALLA Method of Instruction</td>
<td>E1 E6 D2 D6</td>
<td>Reflective Journal #3 Due 03/04 Threaded Discussion</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>03/05</td>
<td>Mathematics</td>
<td>Muschkovich, J <em>Bilingual Mathematics Learners</em> WhatWorks Clearinghouse Review of RtI Instruction in Math for ELLs (link provided on BB)</td>
<td>E1 E6 D2 D6</td>
<td>Video Submission #4 Due 03/11 Threaded Discussion</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 7, 4, 5 Skills 1,2</td>
<td></td>
</tr>
</tbody>
</table>
| CLASS 8 03/12 | Language Arts & Literacy  
1. Supporting Literacy Development  
2. Scaffolding Writing  
3. Culturally Relevant Lit. Assignments | Castaneda, M. Rodriguez-Gonzalez,  
_Enhancing Reading Proficiency in English Language Learners (ELLS):_  
E1  
E6  
D2  
D6 | Reflective Journal #4  
Due 03/18  
Threaded Discussion  
_Teacher Interview Case Study Due 03/25_ | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 2, 7, 4, 5 Skills 1,2 |
|---|---|---|---|---|
| CLASS 9 03/19 | SPRING BREAK NO CLASS  
Teacher Interview Case Study Due 03/25 | | |
| CLASS 10 03/26 | SCIENCE  
1. Language in Science  
2. Scaffolding Science Learning  
[link](http://edstream.ed.gov/webcast/Play/7f9570b95f594e388fdcffdb0af473a41d) | Stoddart J. Solis S.and Bravo M.,  
_A Framework for Effective Science Teaching of English Language Learners in Elementary Schools_  
Hooper, P.,  
_STEM and EL’s; A Collaborative Effort, Webinar,_  
ncesta.ed.gov/webinars/2011  
E1  
E6  
D2  
D6 | Video Submission #5  
Due 04/01  
Threaded Discussion | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge 2, 7, 4, 5 Skills 1,2 |
| CLASS 11 04/02 | METHODS OF TEACHING BILINGUAL/ESL  
Northern New Mexico April Lecture Series  
(You will be required to attend at least 2 of these 4 lectures hosted at NNMC. Lectures will take place Thursday evenings)  
E3  
E4  
D2  
D6  
D9 | Lesson Plan due 04/08 | NNMC SLO #1, 2, 3.4  
Disposition 1,2 & 3  
Knowledge |
<table>
<thead>
<tr>
<th>CLASS 12</th>
<th>NNMC April Spring Lecture Series</th>
<th>E3 F1 E4 F2 D2 F3 D6 F4 D9</th>
<th>Threaded Discussion</th>
<th>5, 4, 7, 9, 1 Skills 1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/09</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CLASS 13</td>
<td>NNMC April Spring Lecture Series</td>
<td><a href="http://www.projectglad.com">www.projectglad.com</a></td>
<td>Threaded Discussion</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 5, 4, 7, 9, 1 Skills 1,2</td>
</tr>
<tr>
<td>04/16</td>
<td>The GLAD Model</td>
<td>F1 F2 F3, F4</td>
<td>Reflective Journal #5 Due 04/22</td>
<td></td>
</tr>
<tr>
<td>CLASS 14</td>
<td>NNMC April Spring Lecture Series</td>
<td><a href="http://www.dlenm.org">www.dlenm.org</a></td>
<td>Video Submission # 6 Threaded Discussion</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 5, 4, 7, 9, 1 Skills 1,2</td>
</tr>
<tr>
<td>04/23</td>
<td>(Student will explore this website and pick out two pieces of research or publication related to ELL instruction and assessment that they found)</td>
<td>E12 E3 E4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASS 15</td>
<td>Methods of Teaching Bilingual/ ESL Pulling it All Together</td>
<td>E3  E4  D3  D5  D7</td>
<td>Reflective Journal # 6 Threaded Discussion Academic Journal Due 05/07</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 2, 5, 3, 4, 9 Skills 1,2</td>
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<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CLASS 16</td>
<td>Course Closure 1. Self-Reflective Presentation. 2. Overall reflection &amp; Goal Setting 3. Complete Course Evaluations</td>
<td>E3  G1  G2  D1  D8</td>
<td>Threaded Discussion Self-Reflective Presentation through Prezi Due.</td>
<td>NNMC SLO #1, 2, 3.4 Disposition 1,2 &amp; 3 Knowledge 9, 7, 6, 4, 5 Skills 1,2</td>
</tr>
</tbody>
</table>

**Threaded BB discussions due by Wednesday of each week at 11.59 p.m.**

**Video Submissions due by Wednesdays at 11.59 p.m.**

**Teacher Interview Case Study Due 03/25**
**Lesson Plan Due 04/08**
**Academic Journal Due 05/07**
**Self-Reflective Presentation through Prezi Due 05/07**

**Assignment Descriptions/ Assessment Criteria:**

1. Course Participation (Threaded Discussion)................................................................20%

Candidates are expected to fully engage in online discussions and read all
required texts and articles thoroughly and deeply prior to class sessions. Since our classes become live each Thursday you will submit all discussions, at the latest, by Wednesday at 11.59p.m.

Please see RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS below.

2. Bilingual/ ESL Lessons Plan..................................................................................................................20%
Candidates will read a culturally relevant chapter book (from the syllabus list or as approved by the instructor) and develop activities to teach the text to ELLs/Bilinguals. Activities should include, at a minimum, one pre-reading activity, one during reading activity, one reading comprehension activity, and one writing activity. In groups of two, students will present their selected text and activities by webcam.

3. Teacher Interview....................................................................................................................................20%
For this course and the assessment course, candidates will contact a public school ESL/ Bilingual Ed. teacher. They will conduct an interview in which inquiry is made into the assessment processes in his or her school, as well as the instructional model and approaches used by the teacher. See Blackboard for an initial list of questions and rubric.

4. Reflective Journal Responses..................................................................................................................10%
Candidates will submit an academic journal at the end of the semester containing 6 journal entries (6 entries at 15 points each = 90 points). Students will email this journal to the instructor through the Blackboard email system as one word document. A rubric for the reflective journal is appended below.

5. Video Submissions.................................................................................................................................10%
Using the Blackboard Webcam function students will submit 6 videos (6 entries at 20 points each = 120 points) on Blackboard. Videos will illustrate the student’s response to and engagement with aligned texts and will platform their investigation into further methods for teaching Bilingual/ ESL. Students will listen to all videos and respond to at least two videos per module. See rubric below for video submissions. Since our classes become live each Thursday you will submit all videos, at the latest, by Wednesday at 11.59p.m.

6. Self-Reflective Presentation .................................................................20%
The student will prepare a 10-minute presentation through Prezi that synthesizes the insight, knowledge, techniques and skills that he/she acquired during the course and that particularly relate to Methods of Teaching Bilingual/ESL. A Rubric for the self-reflective presentation will be available on Blackboard.

Revised January 15, 2015
RUBRIC FOR GRADING WEEKLY DISCUSSION BOARD POSTINGS

Each week’s discussion board posts will be graded according to the rubric below; scores will be modified into a 100 point scale to calculate a percentage grade. That percentage grade will be multiplied by three to account for the overall grade. Each week’s discussion board post grade will account for 3% of the overall grade.

***RUBRIC FOR GRADING DISCUSSION BOARD POSTINGS***

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of materials</td>
<td>Organization of posted materials is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Narrative lacks some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well written, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well written. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
</tr>
<tr>
<td>Completeness</td>
<td>The material posted lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
<td>The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well presented.</td>
</tr>
<tr>
<td>Evidence of Collaboration</td>
<td>Content of the posting provides no evidence of collaboration with peers. No supporting references were used and no comments on peer posts were made.</td>
<td>Content of the posting provides limited evidence of collaboration with peers. Less than 1 supporting reference or comment on peer posts was made.</td>
<td>Content of the posting provides good evidence of collaboration with peers; 2 supporting references or comments on peer posts were made.</td>
<td>Content of the posting provides good evidence of collaboration with peers; 3 supporting references or comments on peer posts were made.</td>
</tr>
</tbody>
</table>
**RUBRIC FOR GRADING OF REFLECTIVE JOURNALS**

Journal Rubric

The Reflective Journal is included as part of the course modules. It requires students to comment on some of the assigned readings from texts and/or review online information and apply or reflect on what you have been reading about. Then students will write their responses or reactions as an entry into the journal. Your reflective journal will be submitted via Blackboard email system to the professor by the dates indicated in the syllabus. Length, about two thirds of a page each entry.

***Los estudiantes de EDBE 406, o sea, el programa bilingüe, pueden presentar sus reflexiones en español***

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Need Improvement</td>
</tr>
<tr>
<td><strong>Content and style</strong></td>
<td>(1 points)</td>
</tr>
<tr>
<td>The report barely conforms to expectations of quality in content and style. The writing fulfills given task parameters in only some respects; it contains a number of factual errors or misuse of sources, and constitutes a weak attempt to create a mature, well-prepared professional report. It shows an emerging level of awareness and sophistication, which comes close to meeting the assignment’s expectations: it suggests a basic level of relevant knowledge and some desirable skills and professional dispositions.</td>
<td>The report mostly conforms to expectations of quality in content and style. The writing fulfills given task parameters in most respects; it contains few factual errors or misuse of sources, and constitutes a mature, well-prepared professional and balanced report. It shows a sound level of awareness and sophistication which conforms to the assignment’s expectations; it suggests growing knowledge of subject and a good number of desirable skills and professional dispositions reflective of a promising professional foundation.</td>
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<td><strong>Understanding of subject and professional standards</strong></td>
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<td>Journal exhibits mostly vague or unsuitable content. Narrative is mostly irrelevant to assigned topic or shows inadequate development of topic, non-substantive development of pertinent issues and experiences/questions. Uninformed treatment of subject with little substance, few or</td>
<td>Journal has adequate evidence of a general ability to reflect on issues, concerns &amp; outcomes. Discussion is narrow enough to fall within task parameters, mostly relevant to topic. Reviews a number of relevant events or experiences in an informed manner and</td>
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Revised January 15, 2015
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Clarity of writing

(1 points) The prose is somewhat clear and apt with a limited degree of awareness, precision and pertinent details/examples; it is suggestive of an emerging ability to monitor and adjust instruction. The rationale/reflection is vague at times and with little support, showing an emerging proficiency in utilizing best practices that are responsive to diverse learners’ needs. The report shows some mechanical errors in punctuation, grammar, spelling, and sentence structure. Submission was late (more than a day).

(2 points) The prose is mostly clear, apt, and occasionally insightful; the report demonstrates a good degree of awareness, precision and pertinent details/examples suggestive of a mostly reliable ability to monitor and adjust instruction. The rationale/reflection is mostly clear and with good support, showing proficiency in utilizing best practices that are well-tuned to diverse learners’ needs. The report is virtually free of major mechanical errors in punctuation, grammar, spelling, and sentence structure. Submission was delayed (less than a day) due to mitigating circumstances.

(3 points) The prose is clear, apt, and consistently insightful; the report demonstrates a high degree of pedagogical awareness, precision and pertinent details/examples suggestive of significant ability to successfully monitor and adjust instruction. The rationale/reflection is clear and well-supported, showing high proficiency in utilizing best practices that are finely tuned to diverse learners’ needs. The report is free of mechanical errors in punctuation, grammar, spelling, and sentence structure. A timely submission.

**RUBRIC FOR GRADING VIDEO SUBMISSIONS**

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Poor/Inadequate 0 points</th>
<th>Fair 2.5 points</th>
<th>Good 3.5 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation of materials</td>
<td>Presentation and articulation of the posting is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Posting is lacking in terms of organization or fails to follow guidelines. Oral responses lack some organizational elements stipulated in the instructions for the assignment.</td>
<td>Posting is organized, well articulated, and easy to follow. The narrative contains primary elements required by guidelines.</td>
<td>Posting is well organized, exceptionally well articulated, and eminently covers all key requirements stipulated in the instructions for the assignment.</td>
</tr>
<tr>
<td>Content</td>
<td>The posting content is of poor quality and fails to achieve the standard necessary for a passing grade.</td>
<td>Content is lacking on several key elements. Posting provides inadequate information to meet the minimum requirements stipulated in the instruction for the assignment.</td>
<td>Content is well presented and provides critical and necessary information. The narrative addresses most of the details stipulated in the instruction for the assignment.</td>
<td>Content is comprehensive and the narrative is very well articulated. The posting contains details that address all requirements specified in the instruction for the assignment.</td>
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<tr>
<td>Completeness</td>
<td>The video posting lacks several salient points about the issue under discussion. Requirements specified in the instruction for the assignment have not been addressed and the posting seems largely off-point.</td>
<td>Some key elements of the issue under discussion are missing. Some of requirements specified in the instruction for the assignment were not adequately addressed.</td>
<td>The posting contains most of the key elements of the issues under discussion. Requirements specified in the instruction for the assignment were mostly addressed with minor errors and omissions.</td>
<td>All information required in the instruction for the assignment is presented in a coherent and comprehensive manner. Information provided is extremely detailed and well articulated.</td>
</tr>
<tr>
<td>Evidence of Collaboration</td>
<td>Content of the posting provides no evidence of collaboration with peers. No supporting references were used and no comments on peer posts were made.</td>
<td>Content of the posting provides limited evidence of collaboration with peers. Less than 1 supporting reference or comment on peer posts was made.</td>
<td>Content of the posting provides good evidence of collaboration with peers; 2 supporting references or comments on peer posts were made.</td>
<td>Content of the posting provides good evidence of collaboration with peers; 3 supporting references or comments on peer posts were made.</td>
</tr>
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</table>

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

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

Revised January 15, 2015
Contact Verna A. Trujillo either via email; v.trujillo@nnmc.edu or by phone; (505) 747-2152. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

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

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

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

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

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

   If you are going to use that in your grading be sure the grading scale reflects that grading system.

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

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

SPED 455
IEP Development

I. Credit Hours: 4

II. Semester Taught: Spring 2015

III. Course Time and Place:
This is a hybrid course. Most work will be done online. Face to face classes will meet on the following days (Saturdays) in TEC Room 109:
2/07/15 - 9:00 – 4:00 pm
2/21/15 - 9:00 – 4:00 pm
3/21/15 - 9:00 – 4:00 pm
3/28/15 - 9:00 – 4:00 pm
4/11/15- 9:00 – 4:00 pm
4/25/14- 9:00 – 4:00 pm

IV. Instructor Information:
Instructor: Christina “Tina” Baca
Communication Information: christinabaca505@hotmail.com
Office Hours: By appointment

V. Required Texts:
Developing Quality IEPs, Technical Assistance Manual 2009, New Mexico Public Education Department (Download from the PED Website) Hardcopy will be provided by instructor.


Graduation Options for Students with Disabilities. May 2010, New Mexico Public Education Department (Download from the PED Website)

VI. Required Materials or Readings:
Additional readings will be provided via email or in class.

VII. Attendance:
This is a Hybrid course. Thus, your full participation in weekly discussions and assignments is expected. Attendance is required for all face-to-face class sessions. Students must be present for full day classes at NNMC. There is no
deviation from this rule. One day of missed face-to-face class will result in failure in the class.

Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Special Education classes must meet the Council for Exceptional Children (CEC) Competencies for Special Education.

VIII. Course Description:

This course is designed to provide a comprehensive overview of development of the Individualized Education Plan (IEP) and the relevant IDEA-B regulations. The IEP is the cornerstone of special education.

It is designed for Special Education teacher candidates and provides an in-depth study of the Individualized Education Plan (IEP), focusing on the development of goals and objectives, present levels of performance, and the overall strategy involved in developing a meaningful IEP. As various exceptionalities are discussed, students will learn how to structure the student's IEP goals and objectives so that they comply with NM Core Standards. In addition to concentrating on the IEP, participants will discuss other important PED documents necessary as background to develop meaningful IEPs for students. Attention will also be paid on how to conduct IEP meetings.

IX. Course Objectives:

Course objectives are aligned with the NNMC Conceptual Framework and the Content Standards of the State of New Mexico. The objectives are also aligned with the Council for Exceptional Children’s Content Standards for Beginning Special Education Teachers.

At the conclusion of this course, the student will be able:
1. Articulate Special Education regulations specific to IEPs
2. Articulate the stages involved before the development of the IEP and the IEP process.
3. Conduct an effective IEP meeting.
4. Write measurable goals and objectives directly relating to the individual needs of the student with the exceptionality.
5. Develop present levels of performance (PLOP) statements required in the IEP.
6. Articulate and write appropriate adaptations and modifications for the student on the IEP.
7. Articulate the requirements of the IEP as they relate to the New Mexico Accountability System.

The candidate for licensure in special education:

CEC Content Standard 1: Foundations
a. Knows the laws, policies and ethical principles regarding behavior management, planning and implementation. (CC1K2)
b. Understands the relationship of special education to the organization and function for educational agencies. (CC1K3)
c. Understands the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs. (CC1K4)

CEC Content Standard 3: Individual Learning Differences
a. Understands the impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
b. Appreciates the differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
CEC Content Standard 5: Learning Environments and Social interactions
a. Understands the demands of learning environments.
e. Is able to create safe, equitable, positive and supportive learning environments in which diversities are valued.
f. Is able to identify realistic expectations for personal and social behavior in various settings.
g. Is able to identify needed supports for inclusion.
h. Is able to design environments that encourage active participation in individual and group activities.
i. Is able to modify learning environments to modify behavior.

CEC Content Standard 7: Instructional Planning
d. Is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
e. Is able to involve the individual and family in setting instructional goals and monitoring progress.
f. Is able to use functional assessment to develop intervention plans.
g. Is able to use task analysis.
h. Is able to sequence, implement, and evaluate individualized learning objectives.
i. Is able to use instructional time effectively.
j. Is able to make responsive adjustments to instruction based on continual observations.

CEC Content Standard 8: Assessment
a. Knows basic terminology used in assessment.
b. Understands screening, pre-referral, referral, and classification procedures.
c. Is able to gather relevant background information
d. Can interpret information from formal and informal assessments.
e. Can evaluate instruction and monitor progress of individuals with exceptional learning needs.

CEC Content Standard 9: Professional Ethical Practice
a. Understands personal cultural biases and differences that affect one’s teaching.
b. Knows that the teacher serves as a model for individuals with exceptional needs.
c. Knows current methods regarding research-validated practice.
d. Can practice within the CEC Code of Ethics and other standards of the profession.
e. Can uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
f. Can demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
g. Can practice within one’s skill limit and obtain assistance as needed.
h. Can use verbal, nonverbal, and written language effectively.
i. Can reflect on one’s practice to improve instruction and guide professional growth.

CEC Content Standard 10: Collaboration
a. Knows models and strategies of consultation and collaboration.
b. Knows the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of individualized program.
c. Can maintain confidential communication about individuals with exceptional learning needs.
d. Can collaborate with families and others in assessment of individuals with exceptional learning needs.
e. Can foster respectful and beneficial relationships between families and professionals.

f. Can assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

g. Can plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.

h. Can model techniques and coach others in the use of instructional methods and accommodations.

i. Can observe, evaluate, and provide feedback to paraeducators.

X. Class Topics, NM Teacher Competencies and Assignments:

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

XI. Assignment Descriptions and Assessment Criteria:

Students’ learning will be assessed through participation on weekly online discussions, online assignments, class presentations on an IEP related topics, and assignments given during face to face classes.

Grades will be distributed as follows:

1) Weekly online discussions - 30%
2) Assignments – 30%
3) Class Participation – 20%
4) Final – 20%

- Description of each assignment, topic presentation and discussions are detailed on your Blackboard course (online) and listed in this syllabus.

XII. Late Work Policy:

a) Discussions posted after the due dates will receive a grade of ZERO

b) Online assignments submitted later than the due date will suffer grade deduction to the discretion of the instructor. Please contact the instructor if you will need to submit a late assignment.

XIII. Special Needs:

Northern New Mexico College is committed to making every reasonable accommodation to assist any student with a documented disability to meet the requirements expected of all students enrolled in this course. If accommodations need to be modified, please inform the instructor of this course immediately and no later than the first two weeks of the class so that the appropriate modifications and accommodations can be made in the class. Students who have special needs but choose not to communicate this to the instructor, and therefore, did not have their class work modified for them, cannot use this motive for appealing a failing or lower grade. The Special Needs liaison at NNMC is Rebecca Cabildo, 505-747-2152/ rcabildo@nnmc.edu, and you should contact her if you feel any modification is needed for you in the class.

XVI. NNMC Incomplete Policy:

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

XVI. Online discussions guidelines

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

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

XVI. Complaints policy

The COE (College of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work go to the first person immediately above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted in the COE. For example, if you have questions about your grade, talk with your professor first, only if that is not resolved, you would talk with the COE Dean, etc. To a more complete description of the process, see NNMC student handbook.

XVII. Online communications

NNMC has determined that all student–faculty communication must be conducted through NNMC’s email. Thus, you are required to activate your NNMC e-mail account and conduct all your class communications with your professor through it. Online communication through other email addresses will not be answered by the instructor.

Assignments and Due Dates

In addition to the weekly Discussion topics, the following assignments are part of this course. The instructor reserves the right to change assignments based on the needs of the class. As a reminder, this class is practical and designed to assist in the development of quality IEPs which meet the requirements of IDEA. Each assignment is worth 10 points.

Assignment #1 Due 2/15/15

Read the SAT MANUAL developed by the NMPED (located in the Course Content page of this course). This manual deals with the 3 tier process to address students’ needs in regular education prior to referring students for evaluation.

Although Assignment 1 was changed in class on 2/7/14, I recommend that you download the SAT Manual as a reference guide. The revised assignment is:

1. Print the PreSchool-Elementary IEP from the Content section of this class (also provided in an email). For each section of the IEP, identify the page this section is discussed in either the PED-Developing Quality IEPs manual or the text, Pierangelo, Roger and Giuliani, George, Understanding, Developing and Writing Effective IEPs (2007).

2. Identify 5 reading interventions and 5 math interventions and the relevant reference for each, e.g., book, website, curriculum in school, etc. and be appropriate for the level you teach. Choose a
format that works for you, e.g., table, narrative, etc. This list of interventions is limited to 1.5 pages.

**Assignment 2**  Due 3/8/15

Research at least 2 Internet sites on the topic of home-school collaboration/school-family partnerships.

In addition, visit NM PED website and read 2 documents related to parents involvement in their child's education.

To find the first document go to Directory A to Z and click on Family/Parent Involvement. At the bottom of the page, read the **New Mexico Guiding Principles on Family & Parent Involvement**.

To find the second document go to Directory A to Z and click on Special Education Bureau. At the top of the page you see a link to the **Parent and Child Rights in Special Education: Safeguards Notice**.

Read these 2 documents and write a 3-page paper discussing how the home school collaboration principles discussed on the two web pages you found are applied to the 2 NM PED documents that deal with parents' involvement. Are those 2 documents good representations of the home-school collaboration principles? Why or why not?

**Assignment 3**  Due 3/22/15

Read the NM PED Graduation Options Manual  **Graduation Options for Students With Disabilities.pdf** (see attachment on Course Content). Write a 3 to 4 page paper delineating what you have learned about the topic. When should an IEP team start considering changing graduation pathways for a student? When are the deadlines for doing so? What should you prioritize in a program for a student in career pathway? How would a program for a student in career pathway differ from that of a student in standard pathway? What do you need to consider when developing their IEPs?

**Assignment #4**  Due 4/5/15

Read the DEVELOPING QUALITY IEPs NMPED MANUAL (you can find it in the Course Content page of this course). Write a 2 to 3 pages paper addressing some of the issues covered by the document. How well do you think, the manual provides guidance to special educators in the area of developing appropriate PLOPs and Goals and PWN? What was the most useful information for you in this manual? How does this manual align to the text by Pierangelo and Giuliani?

**Assignment #5**  Due 4/12/15

Go to NM PED webpage resource on Transition. Get familiar with the resources available. Watch the videos on transition.

Option 1:

After getting familiar with NM resources and watching the videos, write a 2 to 3 pages paper highlighting the most important concepts that you learned and that will be useful for you as a future sped teacher. What did you learn that is important to consider when you write IEPs and plan for children who are 14 and older? (in NM the age to start transition planning is 14 not 16).

Option 2: After getting familiar with NM resources and watching the videos, develop or find on line an outline or a reference guild of the important components of a transition plan and what you need to know and consider to develop one.

Also, find and take an online career inventory. Use that information to complete a Transition Plan for your self. Bring a copy of the electronic file to class on 4/19/14 and present your Transition Plan to the class.
Assignment #6  Due 4/26/15
This assignment can be completed individually, in pairs, or as a group.

1. Student behavior, truancy, and bullying, increasingly need to be addressed in IEPs and Behavior Intervention Plans (BIP). Identify 5 strategies to address each, including web address. Present the strategies in a structure of your choice, e.g., table, narrative, etc.

2. Write an IEP goal for each area. Below the goal, include sample Present Levels of Performance (PLOPS).
   1. Reading Comprehension:
   2. Math Computation
   3. Writing fluency

Assignment #7  Due 5/2/15
1. This is also part of your final exam. In class you will be given 3 IEPs and an IEP checklist. Individually or as a group, yet to be determined, you will identify the strengths and the areas that need to be corrected in each IEP.
2. As a group, you will conduct an IEP team meeting using one of the IEPs.
3. Individually you will take a final exam.
KNOWLEDGE PRINCIPLE
1. Curriculum: The teacher candidate demonstrates knowledge of the content area and approved curriculum.

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

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

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

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

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

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

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

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

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

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

I. Credit Hours: 3

II. Semester Taught: Spring

III. Course Time and Place: TBA Weekly 4:30-5:00; TEC. Bldg. Room 110

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
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<tbody>
<tr>
<td>Esquibel</td>
<td>505-747-2242</td>
<td>M: 4:30-7:00</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></td>
<td>W: 2:00-4:30</td>
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VI. Required Materials or Readings: Various Online Course Readings, QRI-5

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

VIII. Attendance:

Attendance is required for all class sessions.

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

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

IX. New Mexico Initial Licensure requirements.

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

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

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

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

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

X. **Catalog Course Description:** Teaching Reading in Special Education provides you with a conceptual framework for the development of competencies in the diagnosis and teaching of reading for the exceptional learner. This course will also provide experiences to understand and incorporate evidence-based research into the teaching of reading. You will acquire an understanding of reading assessments, including informal reading inventories, running records, Mr. analysis and standardize reading assessments. You will also address skills and adaptive instructional strategies with an integrative approach across the curriculum.

XI. **Course Objectives:**
New Mexico teacher competencies—Competencies for entry-level teachers:

**B. Curriculum and Development**

b. Describes and demonstrates various methods for individualizing instruction that ensures the child’s access to the general curriculum.
c Designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, and inclusive groups, and instruction.
d Collects and analyzes instructional data for effectiveness of programs.

**B-8-a: Teaching of Reading:**

a1 research on reading.
a2 how children learn to speak, read, write, and listen.
a3 cultural, linguistic, environmental, and physiological factors in reading and language arts development.
a4 children’s developmental processes.
a5 characteristics of proficient and non-proficient readers.
a6 relationship between oral and written language.
A7 language structure including graphophonics, semantics, syntax, and pragmatic systems.

**B.8.b ASSESSMENT**

b1. Understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately.
b2. Links assessment and instruction to New Mexico language arts content standards, benchmarks, and performance standards.

**B-8-c: Methods of Instruction:**

c4 Vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences.
C5 Comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical, and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; study strategies, for example, planning, accessing and organizing information from a variety of sources.
c6 Writing instruction, including; different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing.

**B-8-d: Instructional Design:**

d2. Evaluation of text for quality, cultural, and linguistic appropriateness.
d3. Connecting identified needs of students based on data with appropriate research-based resources and materials.
d4. Creation of opportunities for students to consider, respond to and discuss spoken and written materials.
d5. The use of a variety of reading materials including children’s literature, non-fiction, technological media, stories, poems, biographies, and texts from various subjects.
Course Objectives should explicitly align to and be identified with the College of Education Conceptual Framework and the applicable elements of the NM Entry Level Teacher Competencies.

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

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

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

College wide Learning Outcomes

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

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

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

4. Demonstrate Proficiency in the use of Current Technology and Innovation
   a. Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework &amp; NNMC SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 20</td>
<td>Module 1</td>
<td>Introductions Course Overview: Syllabus Review</td>
<td>B8a 1-7</td>
<td>Assignment: Class Participation</td>
<td>K 1, 4, 7, SLO4</td>
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<td></td>
<td>Module 2</td>
<td>Research and Reading Disability</td>
<td>B8a 1-7</td>
<td>Readings: Chapter 1, Discussion and Assignment</td>
<td>K 1, 4, 7, SLO4</td>
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<td>Module 3</td>
<td>Multisensory Structured Language Education</td>
<td>Bb,Bc, Bd</td>
<td>Readings: Chapter 2 Assignments: Online Discussions and Assignment or Quiz</td>
<td>K1, K2, K3, K4, SLO4</td>
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<td>Module 4</td>
<td>Development of Oral Language</td>
<td>B8a 1-7 B-8-C</td>
<td>Readings: Chapter 3 Assignment: Online Discussions, Assignment and Quiz</td>
<td>K 1, 2, 3, 4, 7</td>
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<td>Module 5</td>
<td>Phonemic Awareness and Reading</td>
<td>B9a 7</td>
<td>Readings: Chapter 4 Assignments: Online Discussions and Assignment and Quiz</td>
<td>K 1, 2, 3, 4, 7</td>
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<td>Module 6</td>
<td>Alphabet Knowledge</td>
<td>B9a 7</td>
<td>Readings: Chapter 5 Assignment: Class Participation and Chapter Presentations</td>
<td>K 1, 2, 3, 4, 7, SLO2</td>
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<td>Module 7</td>
<td>History and Structure of Written Language</td>
<td>B8a 1-7 Bb,Bc, Bd</td>
<td>Readings: Chapter 6 Assignments: Online Discussions and Assignment and Quiz</td>
<td>K 1-8</td>
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<td>Module 8</td>
<td>Assessment of Reading Difficulties</td>
<td>B.8.b b1, b2</td>
<td>Readings: Chapter 7 Assignment: Class Participation and Presentations</td>
<td>D 1, 2,3 K 5, SLO2</td>
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<tr>
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<td>Topic</td>
<td>Handbook Page</td>
<td>Section(s)</td>
<td>Readings/Assignments</td>
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<tr>
<td>Module 9</td>
<td>Teaching Reading</td>
<td>B8a 1-7</td>
<td>Read Chapter 9 Assignment: Class Participation and Presentations</td>
<td>K1-9, SLO2</td>
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<tr>
<td>Module 10</td>
<td>Teaching Spelling</td>
<td>B-8-c c6</td>
<td>Readings: Chapter 10 Assignments: Online Discussions and Assignment or Quiz</td>
<td>K1-9</td>
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<tr>
<td>Module 11</td>
<td>Bi-literacy Instruction</td>
<td>B-8-d d2, d3, d4, d5</td>
<td>Readings: Chapter 11 Assignment: Online discussions, Assignment and Quiz, Class Participation and Presentation</td>
<td>K-9 D1, 2,3</td>
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<tr>
<td>Module 12</td>
<td>Instructions for Older Students</td>
<td>B8a 1-7</td>
<td>Readings: Chapter 12 Assignments: Online Discussions and Assignment or Quiz</td>
<td>K1-9</td>
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<tr>
<td>Module 13</td>
<td>Word learning and Vocabulary</td>
<td>B-8-c c4, c5</td>
<td>Readings: Chapter 13 Assignments: Online Discussions and Assignment or Quiz Assignment: Class Participation and Presentation</td>
<td>K1-9</td>
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<tr>
<td>Module 14</td>
<td>QRI: Assessment</td>
<td>B8b1-2</td>
<td>QRI: Assessment</td>
<td>K1-9, SLO 2</td>
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<tr>
<td>Module 15</td>
<td>QRI: Assessment and Intervention Plan</td>
<td>B8b1-2, B-8-d1-5</td>
<td>QRI: Assessment and Intervention Plan</td>
<td>K1-9, D1-3, SLO2</td>
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<td>Module 16</td>
<td>QRI-Intervention Plan</td>
<td>B8b1-2, B-8-d1-5</td>
<td>QRI-Intervention Plan</td>
<td>K1-9, D103, SLO2</td>
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</table>

XIII. Assignment Descriptions/Assessment Criteria:
For each type of assignment listed in X, write a description of the expectations for that assignment. Each assignment should have criteria for assessment, e.g., a rubric, a checklist, a general writing rubric, requirements for length and content.
1. Online Discussion Board Entries: Initial and Final Discussions and responses to other students’ entries
2. Multisensory Reading Strategies Chapter Presentation and Strategies Demonstration
3. Weekly Online Class Projects Assignments or Quizzes
4. On Campus Participation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Percentage</th>
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<tr>
<td>Online Participation: Discussion Entries</td>
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<tr>
<td>Online Class Project Assignments or Quizzes</td>
<td>Weekly</td>
<td>30%</td>
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<tr>
<td>Multisensory Reading Strategies Chapter Presentation/Demonstrations</td>
<td>As outlined in syllabus Section</td>
<td>15%</td>
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<tr>
<td>QRI-5 Assessment and Intervention Plan</td>
<td>Final Week of Class</td>
<td>30%</td>
</tr>
<tr>
<td>Field Experience Log</td>
<td>Weekly</td>
<td>10%</td>
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</table>

a. **Weekly Online Class Project Assignments or Quizzes:**
Class projects or quizzes must be submitted by the due date reflected on the online course schedule. **Class projects and/or quizzes are worth 10 weighted points each.** The class projects are **worth 30%** of your grade. An assignment rubric is included on the online course homepage.

b. **Online Discussions:** There are 26 discussion board topics. The topics promote discussions throughout the online module. The **discussion component of the course is worth 15% of your class grade.** Students must respond to the initial discussion board prompt by Wednesdays at 11:59 p.m., and the final discussion board prompt by Sundays at 11:59 p.m. In addition to responding to the prompt, students must respond to the initial discussion board posting of at least one other student and at least one final discussion board prompt of at least one other student.

c. **Multisensory Strategy Chapter Presentation and Demonstrations:** Students will present an overview of the research for the strategies provided in a specific chapter identified in **Multisensory Teaching of Basic Early Literacy Skills and** develop and present at least 3 of those strategies. Students will sign up for a particular chapter and demonstrate strategies from the chapter. This portion of your assignment is **worth 15%** of your grade. You will have 45 minutes for your presentation and demonstration.

d. **QRI-5 Assessment and Intervention Plan:** You are required to complete a field based project that will incorporate assessments of reading ability and the
completion of an intervention plan for a student. Be prepared to assess a student in grades 1-4th by the 11 week of class. This assessment will support you in determining reading level, strengths and areas in which the student is having difficulty with literacy acquisition. Based on the assessment results, you will develop an instructional intervention plan with suggestions for multisensory literacy instruction to address areas of need build upon the strengths of the student. A rubric of content required for the plan is provided in the online environment.

**e. Field Experience Log:** Reflecting 10 hours of field experience, discussions and activities. You will earn 15% of your grade by attending class sessions, demonstrating that you’ve read the assigned chapter through thoughtful and relevant questioning and active involvement in class discussions.

**Grades**

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

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

- Professional Competency-Based Collection of Artifacts* 20%
- Field Lab Experience Log Sheet 50%
- Classroom Disposition Checklist (Faculty) 5%
- Field Placement Disposition Checklist (Mentor) 5%
- Self-Assessment Disposition Checklist 5%
- Additional Artifact(s) 15%

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

Required Courses for Competency Based Collection of Artifacts:

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

B.) Required Professional Competency-Based Artifact Rubric

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

XIV. Internet sites or databases
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:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<td>B</td>
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<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
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</table>

Revised January 15, 2015
XX. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with 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
The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

I. Credit Hours: 3

II. Semester Taught: Summer 2015
   * Blackboard/Online

III. Course Time and Place:
    Blackboard requirements

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Contact Information:</th>
<th>Office Hours:</th>
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<tbody>
<tr>
<td>Dr. Kristy Pruitt</td>
<td>505.747.5462</td>
<td>As needed by appointment due to field observations</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kristy.pruitt@nnmc.edu">kristy.pruitt@nnmc.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

V. Required Text:


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

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

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

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

VIII. Course Description: This course will focus on formal and informal assessment measures with an emphasis on English language development as it relates to reading and writing. You will develop a foundation of assessment theories, practices, and strategies, with particular attention on how to link assessment to instructional activities. You will gain practical experience in designing, administering, and interpreting assessments, with special attention to assessment instruments used in New Mexico.

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

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

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

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

**Course Outcomes:**
- Develop an understanding of how to employ a variety of assessment methods to obtain useful information about student learning
- Develop an understanding of assessment techniques that will assist students in reflecting on their own learning
- Develop an understanding of the relationship between assessment and curriculum development

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

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

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

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

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

TESOL competencies as listed below-

D. Knowledge of subject matter: The teacher draws on comprehensive command of subject matter, of language(s) of instruction and their relationship to each other to establish goals, design curricula and instruction and facilitate student learning.

F. Assessment - New Mexico teachers of English as a second language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.
   (1) The teacher understands the principles and theories of second language assessment.
   (2) The teacher shall be able to administer language assessments, interpret results, and incorporate them into instruction.
   (3) The teacher recognizes potential linguistic and cultural biases in assessment instruments including standardized tests.
   (4) The teacher utilizes alternative assessment measures including portfolio and authentic assessments.

G. Reflective practice - New Mexico teachers of English as a second language regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.
   (1) The teacher develops the ability to self-monitor and self-reflect on teaching strategies, value systems, and beliefs as they relate to students.
   (2) The teacher continuously assesses and adjusts his/her own language usage in the classroom in order to maximize student comprehension and verbal participation.

H. Linkages with families and communities - New Mexico teachers of English as a second language create linkages with families that enhance the education experience of their students.
(1) The teacher demonstrates the ability to guide families from passive observers to active change agents on behalf of their children's education.
(2) The teacher develops the ability to identify and utilize available community resources.
(3) The teacher demonstrates the ability to involve families within the school environment.

**Bilingual competencies as listed below**-

F. Assessment
(1) The teacher recognizes potential linguistic and cultural biases of assessment instruments and procedures when prescribing a program for the second language learner.
(2) The teacher assesses oral and written language proficiency in academic areas in both languages utilizing the results for instructional placement, prescription and evaluation.
(3) The teacher evaluates growth of learner’s first and second language in the context of the curriculum.
(4) The teacher continuously assesses and adjusts instructional language to maximize student comprehension and verbal participation.

G. Professional leadership
(1) The teacher demonstrates knowledge of the legal issues concerning the education of language-minority children in New Mexico and in the United States.
(2) The teacher demonstrates knowledge of the different theories and philosophies related to bilingual education programs.
(3) The teacher demonstrates knowledge of the history of bilingual education programs.
(4) The teacher demonstrates knowledge of the importance of advocating knowledge of bilingual education among peers, family and community.
(5) The teacher demonstrates knowledge of current trends related to the education of culturally and linguistically diverse students.
(6) The teacher demonstrates knowledge of the ability to collaborate with all other education professionals.

**Reading competencies as listed below**-

(3) Demonstrate knowledge of assessment principles and techniques
(a) Recognizes that a critical goal of assessment is to help the student become a more reflective and self-sufficient learner.
(b) Recognizes assessment as an ongoing and indispensable part of reflective teaching and learning.
(c) Recognizes and understands that assessment must take into account the complex nature of reading, writing, and language, and must be based on a range of authentic literacy tasks using a variety of texts.
(d) Is able to conduct assessments that involve multiple measures over time and in different contexts.
(e) Uses information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed-response measures, portfolio-based assessment, observations, anecdotal records, journals, and other indicators of students’ progress as basis for instruction.
(f) Recognizes and understands the importance of using meaningful assessment to improve curriculum and instruction.

(4) Communicate information about reading
(a) Communicates effectively with students, parents, teachers, and support personnel about strengths and areas that need improvement.
(b) Able to communicate to parents important information about the developmental nature of reading and expectations for achievement.
(c) Understands how to involve parents in cooperative efforts and programs to help students with reading development.
(d) Communicates information about reading programs to administrators, staff members, school board members, parents, and the community.
(e) Effectively communicates information and data about reading to the media, policymakers, and the general public.
(f) Interprets and communicates research findings related to the improvement of instruction to colleagues and the wider community.
(g) Communicates with allied professionals in assessing and planning instruction.

D. Planning and enhancing programs
(1) Curriculum and development
(a) Initiates and participates in ongoing curriculum development and assessment.
(b) Adapts programs to the needs of different learners to accomplish different purposes.
(c) Is able to coordinate and support all services associated with reading programs.
(d) Understands and uses multiple indicators of curriculum effectiveness.
(e) Is able to evaluate adoption materials and other instructional materials in order to best support and develop a balanced curriculum.

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<thead>
<tr>
<th>Date</th>
<th>Topic(s)/ Text Chapter(s)</th>
<th>Measureable Artifacts</th>
<th>NM Teacher Competency Knowledge, Skill, or Disposition # in the Conceptual Framework; SLOs</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Discussion Thread:</td>
<td>SLOs: 1, 2, 3, 4</td>
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<tr>
<td>Module 1</td>
<td>Chapter 1: Classroom Assessment: Every Student a Winner!</td>
<td>1. After reviewing the Formative Assessment Powerpoint (Module #1), complete Exercise 2.1 to practice recognizing Obtrusive, Unobtrusive, and Student-Generated Assessments.</td>
<td>Disposition 1, 2 &amp; 3</td>
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<tr>
<td>Module 2</td>
<td>✓ Reflective Current Trend Article #1</td>
<td>2. Discuss your answers and thoughts (via discussion thread).</td>
<td>Knowledge 5, 4, 7, 9, 1</td>
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<tr>
<td><em>(Supplement with Dr. Robert Marzano)</em></td>
<td>✓ Reflective Current Trend Article #2</td>
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<td>Skills 1, 2</td>
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<td></td>
<td>✓ Chapter 2: Assessment for and of learning</td>
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<td>NM Teacher Competency: E7, G2, E2, E1, E8, D9</td>
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<td></td>
<td>✓ Chapter 3: Assess What?</td>
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<td>✓ Artifact: Keys to quality assessment</td>
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<td>• Why assess?</td>
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<td>• Assess what?</td>
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<td>Module Assignment #1:</td>
<td>1. Read Chapter 1 2. Formative Assessment: Obtrusive, Unobtrusive, and Student-Generated. Review all PowerPoint slides (Formative Assessment – Marzano)</td>
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<td>Week 2</td>
<td>Module Assignment #2:</td>
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<td>✓ Chapter 4: Assess How?</td>
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<td>✓ Artifact: Academic journal outline</td>
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<td>Discussion Thread:</td>
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<tr>
<td>1. What Student Evidence Determines Grades?</td>
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<tr>
<td>2. Discuss your answers and thoughts (via discussion thread).</td>
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<td>Reflective Current Trends:</td>
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<tr>
<td>1. Reflective Current Trend Article #3: Review the article, <em>Formative Assessment: An Enabler of Learning</em>.</td>
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<tr>
<td>2. Reflect on the article and turn in via dropbox or email (see grading rubric).</td>
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<td>Module Assignment #3:</td>
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<td>Mid-Term:</td>
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<tr>
<td>✓ Chapter 7: Performance Assessment</td>
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<td>✓ Chapter 8: Personal Communication as Assessment</td>
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<tr>
<td>✓ Artifact: Keys to quality assessment</td>
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<tr>
<td>✓ Assessment methods</td>
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<tr>
<td>✓ Chapter 10: Assessment of Learning</td>
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<tr>
<td>✓ Reflective Current Trend Article #4</td>
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<tr>
<td>Discussion Thread:</td>
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<td>1. What is the problem with including zeros in grades? (Refer to Article, <em>The Case Against the Zero</em> for a resource)</td>
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<td>2. Discuss your answers and thoughts (via discussion thread).</td>
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<tr>
<td>Reflective Current Trends:</td>
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<tr>
<td>1. Reflective Current Trend Article #4: Review the article, <em>Classroom Assessment for Learning</em>.</td>
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<td>2. Reflect on the article and turn in via dropbox or email (see grading rubric).</td>
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<thead>
<tr>
<th>Week 3</th>
<th>Module Assignment #4:</th>
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<tbody>
<tr>
<td>✓ Chapter 11: Portfolios</td>
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<tr>
<td>✓ Chapter 12: Conference about and with Students: Communicating assessment results</td>
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<tr>
<td>✓ Reflective Current Trend Article #5</td>
<td></td>
</tr>
<tr>
<td>✓ Reflective Current Trend Article #1 Chapter 13: Practical Help with Standardized Tests</td>
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<tr>
<td>Discussion Thread:</td>
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<tr>
<td>1. What are your thoughts on Extra Credit? How should Extra Credit be assessed?</td>
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<tr>
<td>2. Discuss your answers and thoughts (via discussion thread).</td>
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<tr>
<td>Reflective Current Trends:</td>
<td></td>
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<tr>
<td>1. Reflective Current Trend Article #5: Review the article, <em>Assessment – The Bridge Between Teaching and Learning</em>.</td>
<td></td>
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<tr>
<td>2. Reflect on the article and turn in via dropbox or email (see grading rubric).</td>
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| Module Assignment #5: |
| ✓ Chapter 4: Assess How? |
| ✓ Reflective Current Trend Article #3 |
| ✓ Chapter 5: Selected Response Assessment |
| ✓ Chapter 6: Extended Written Response Assessment |
| ✓ Artifact: Academic journal outline |
| Discussion Thread: |
| 1. What Student Evidence Determines Grades? |
| 2. Discuss your answers and thoughts (via discussion thread). |
| Reflective Current Trends: |
| 1. Reflective Current Trend Article #3: Review the article, *Formative Assessment: An Enabler of Learning*. |
| 2. Reflect on the article and turn in via dropbox or email (see grading rubric). |
| ✓ Chapter 7: Performance Assessment |
| ✓ Chapter 8: Personal Communication as Assessment |
| ✓ Artifact: Keys to quality assessment |
| ✓ Assessment methods |
| ✓ Chapter 10: Assessment of Learning |
| ✓ Reflective Current Trend Article #4 |
| Discussion Thread: |
| 1. What is the problem with including zeros in grades? (Refer to Article, *The Case Against the Zero* for a resource) |
| 2. Discuss your answers and thoughts (via discussion thread). |
| Reflective Current Trends: |
| 1. Reflective Current Trend Article #4: Review the article, *Classroom Assessment for Learning*. |
| 2. Reflect on the article and turn in via dropbox or email (see grading rubric). |

| Module Assignment #6: |
| ✓ Chapter 11: Portfolios |
| ✓ Chapter 12: Conference about and with Students: Communicating assessment results |
| ✓ Reflective Current Trend Article #5 |
| ✓ Reflective Current Trend Article #1 Chapter 13: Practical Help with Standardized Tests |
| Discussion Thread: |
| 1. What are your thoughts on Extra Credit? How should Extra Credit be assessed? |
| 2. Discuss your answers and thoughts (via discussion thread). |
| Reflective Current Trends: |
| 1. Reflective Current Trend Article #5: Review the article, *Assessment – The Bridge Between Teaching and Learning*. |
| 2. Reflect on the article and turn in via dropbox or email (see grading rubric). |

| Module Assignment #3: |
| Mid-Term: |
| ✓ Chapter 7: Performance Assessment |
| ✓ Chapter 8: Personal Communication as Assessment |
| ✓ Artifact: Keys to quality assessment |
| ✓ Assessment methods |
| ✓ Chapter 10: Assessment of Learning |
| ✓ Reflective Current Trend Article #4 |
| Discussion Thread: |
| 1. What is the problem with including zeros in grades? (Refer to Article, *The Case Against the Zero* for a resource) |
| 2. Discuss your answers and thoughts (via discussion thread). |
| Reflective Current Trends: |
| 1. Reflective Current Trend Article #4: Review the article, *Classroom Assessment for Learning*. |
| 2. Reflect on the article and turn in via dropbox or email (see grading rubric). |

| Module Assignment #5: |
| ✓ Chapter 4: Assess How? |
| ✓ Reflective Current Trend Article #3 |
| ✓ Chapter 5: Selected Response Assessment |
| ✓ Chapter 6: Extended Written Response Assessment |
| ✓ Artifact: Academic journal outline |
| Discussion Thread: |
| 1. What Student Evidence Determines Grades? |
| 2. Discuss your answers and thoughts (via discussion thread). |
| Reflective Current Trends: |
| 1. Reflective Current Trend Article #3: Review the article, *Formative Assessment: An Enabler of Learning*. |
| 2. Reflect on the article and turn in via dropbox or email (see grading rubric). |

| Module Assignment #6: |
| ✓ Chapter 11: Portfolios |
| ✓ Chapter 12: Conference about and with Students: Communicating assessment results |
| ✓ Reflective Current Trend Article #5 |
| ✓ Reflective Current Trend Article #1 Chapter 13: Practical Help with Standardized Tests |
| Discussion Thread: |
| 1. What are your thoughts on Extra Credit? How should Extra Credit be assessed? |
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| 1. Reflective Current Trend Article #5: Review the article, *Assessment – The Bridge Between Teaching and Learning*. |
| 2. Reflect on the article and turn in via dropbox or email (see grading rubric). |
XII. Assignment Descriptions/ Assessment Criteria:

<table>
<thead>
<tr>
<th>Artifacts:</th>
<th>Description:</th>
<th>Points/ Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threaded Discussion 8@ 3pts. (+1) *see Grading Rubric</td>
<td>Discussion Posting: You are expected to post a minimum of 3 times and on at least 2 different days for each module. Comments must be thoughtful and advance the discussion. *Specific instructions are located on in Blackboard. Student Online Engagement: Online coursework requires at least the same amount of involvement as a face to face class. You are expected to be prepared by completing readings, viewing online resources, responding to discussion topics, and reflecting on (personal and peer) experiences. In a traditional setting, 3 credit hours equal 45 hours of “seat time” plus outside preparation and work.</td>
<td>25</td>
</tr>
<tr>
<td>Bilingual/ESL Lessons Plan with Assessment tools</td>
<td>In EDBE/TE 406 Methods of Teaching Bilingual, candidates will select a culturally relevant chapter / book/story (See reading list for inspiration) and develop activities to teach the text to ELLs/Bilinguals. Activities should include, at a minimum, one pre-reading activity, one during reading activity, one reading comprehension activity, and one writing activity. The lesson plan will be submitted to the course instructor by email. In ED 412 Formal and Informal Assessment, candidates will develop assessment tools for the EDBE/TE 406 Lesson. *Instructions for the assessment tools (artifact #1) are located in Blackboard.</td>
<td>25</td>
</tr>
<tr>
<td>Reflective Current Trends Article(s) 5@ 5pts *see grading rubric</td>
<td>Candidates will access and review current trends in literacy and use new knowledge to create lesson plans reflective of federal and state policies.</td>
<td>25</td>
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<tr>
<td>Self-Reflective Practitioner - Prezi Presentation</td>
<td>The student will prepare a 10-minute presentation through Prezi that synthesizes the insight, knowledge, techniques and skills that he/she acquired during the course and that particularly relate to Methods of Teaching Bilingual/ESL with an emphasis on the development of assessment tools. A Rubric for the self-reflective presentation will be available on Blackboard.</td>
<td>25</td>
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</tbody>
</table>
XIII. Internet sites or databases

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

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

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

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

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

KNOWLEDGE PRINCIPLE 8. **Professionalism**: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

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

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

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

**Professionalism**

**RATIONALE**

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

I. Credit Hours: 2

II. Semester Taught: Fall 2014

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

IV. Instructor Information:

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


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

VII. **Course Description**

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

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

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

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

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

a) Practice principles set forth in professional codes of ethics.

b) Consistently model the practices of confidentiality.

c) Consistently model standards and principles set forth in early childhood codes of ethics and conduct.

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

a) Identify and discuss federal, state, and local regulations and standards, including confidentiality and accountability.

b) Discuss federal, state, and local regulations and how they impact programs and service for children and families.

c) Identify a current public policy and discuss the negative and positive consequences pertaining to programs and services for young children.

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

a) Identify and describe the need for a variety of services to address the many needs of children and families.

b) Describe current issues and trends related to young children and their families.

c) Identify issues and/or public policies affecting the early childhood profession.

d) Describe ways to advocate for young children and their families.

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

a) Examine one’s own belief system, as well as belief systems of other cultures, to respond to similarities and differences of young children.

b) Identify and practice the personal and professional characteristics required to work with young children in inclusive environments.

c) Use reflective practice consistently and intentionally.

d) Plan for continued personal and professional development based on one’s own learning needs.

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

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

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

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

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

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

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

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

IX. Attendance:

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

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

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the profession and principles that guide the profession. Role of professionals:</td>
<td>G1, G4, F12</td>
<td></td>
<td>K6, K8, D3 D1, D2, D3, S2</td>
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| Week 2 | Reflective Practice and Personal philosophy  
Code of Ethics and Conduct  
Foundations of Early Childhood Education: History of child development and early education | G1, G3, G4, F12 | D1, D4, K1, K2, K3, K4, K6, K7, K8, K9, S2 |
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<tr>
<td>Week 3</td>
<td>Foundations of ECE – Public Policies affecting children, families and programs for young children, NM early learning guidelines</td>
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| Week 4 | Program Models: Current issues and challenges; Early childhood inclusive settings (i.e. Montessori, Head Start, Reggio Emilia, High Scope)  
Program Models: Administration of programs to include supervision and evaluation; Diversity of career opportunities | G4, F12 | K8, K7, D1, D2, D3, S2 |
<p>| Week 5 | Self-evaluation; Leadership and advocacy | G1, G4, F12 | S1, S2, K1, K2, K3, K4, K5, K6, K7, K8, K9, D1, D2, D3 |
| Week 6 | Safeguards for protecting children: Federal, State and local | B4, C11, G2 | S1, S2, K1, K2, K3, K4, K5, K6, K7, K8, K9, D1, D2, D3 |</p>
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<th>regulations</th>
<th>Safeguards for protecting children: program policies; processes and procedures</th>
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<tr>
<td>Week 7</td>
<td>Valuing Diversity: Current issues and challenges in ECE</td>
<td>G1, G3</td>
<td>D1, D2, D3, S2 K7, K8</td>
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<td></td>
<td>Multiculturalism/ anti-bias education in a diverse society; Cultural and linguistic responsiveness</td>
<td>G1, G3, G7</td>
<td>S1, S2, D1, D2, D3, K8</td>
</tr>
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X. Assignment Descriptions/ Assessment Criteria:

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

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

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

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

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

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

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

XIV. NNMC Incomplete Policy:
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XV. Personal Responsibility:

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

XVII. Grading Scale:

XVIII. Academic Ethics:

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

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

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.

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

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

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

I. Credit Hours: 3

II. Semester Taught: Fall 2014

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

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
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<tbody>
<tr>
<td>Christina Esquibel, Ed.S.</td>
<td><a href="mailto:Christina@nnmc.edu">Christina@nnmc.edu</a></td>
<td>Tuesday: 12:30-4:30 and by appointment</td>
</tr>
</tbody>
</table>


New Mexico Early Learning Guidelines: Birth through Kindergarten

VI. Course Description

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

VI. Competencies and Course Goals/Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

VII. Attendance

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Competency Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Review of how children learn and develop; Review of developmentally appropriate practices Assignments: Chapter Summary, Chapter quiz</td>
<td>D1, D2</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Birth to Thirty Six Months: Physical and Cognitive Domains Assignments: Chapter Summary, Chapter quiz</td>
<td>D1, D2</td>
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<tr>
<td>Week 2</td>
<td>Birth to Thirty Six Months: Social and Emotional</td>
<td>E1, E2, E5, E8, D2</td>
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<td>Sept 9</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignments</td>
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<tr>
<td>1</td>
<td>Sept 16</td>
<td>Domains Assignments: Chapter Summary, Chapter quiz</td>
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<td>4</td>
<td>Sept 23</td>
<td>The Three as: The Master Tools for Quality Cared and Education Assignments:</td>
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<td></td>
<td></td>
<td>Chapter Summary, Chapter quiz</td>
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<td>5</td>
<td>Sept 30</td>
<td>Effective Preparation and Tools for Professional Educators Assignments:</td>
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<tr>
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<td>Chapter Summary, Chapter quiz</td>
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<tr>
<td>6</td>
<td>Oct 7</td>
<td>Building Relationships with and guiding the Behaviors of Infants and Toddlers</td>
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<td>Assignments: Chapter Summary, Chapter quiz</td>
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<td>7</td>
<td>Oct 14</td>
<td>Supportive Communication w/ Families and Colleagues Assignments: Chapter</td>
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<td>Summary, Chapter quiz, 6 Learning Activities</td>
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<td>Oct 21</td>
<td>The Indoor/Outdoor Learning Environment Assignments: Chapter Summary, Chapter</td>
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<td>quiz, D6,E1,E4,E5,A11</td>
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<td>9</td>
<td>Oct 28</td>
<td>Designing the Curriculum Assignments: Chapter Summary, Chapter quiz</td>
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<td>D6,E1,E4,E5,A11</td>
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<td>10</td>
<td>Nov. 4</td>
<td>The Child from Birth to Four Months of Age Assignments: Chapter Summary,</td>
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<td>Chapter quiz, E6, E11, D5</td>
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<td>11</td>
<td>Nov. 4</td>
<td>The Child from Four to Eight Months of Age Assignments: Chapter Summary,</td>
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<td>Chapter quiz, E6, E11, D5</td>
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<tr>
<td>12</td>
<td>Nov. 18</td>
<td>The Child from Eight to Twelve Months of Age Assignments: Chapter Summary,</td>
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<td>Chapter quiz, E6, E11, D5</td>
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<td>13</td>
<td>Nov. 18</td>
<td>The Child from Twelve to Eighteen Months of Age Assignments: Chapter Summary,</td>
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<td>Chapter quiz, E11, D7</td>
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<td>The Child from Eighteen to Twenty-Four Months of Age Assignments: Chapter</td>
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<td>Summary, Chapter quiz, E11, D7</td>
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<td>15</td>
<td>Dec. 9</td>
<td>The Child from Twenty-Four to Thirty Months of Age Assignments: Chapter</td>
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<td>Summary, Chapter quiz, Presentation, D5, D6, F9</td>
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<td>16</td>
<td>Dec. 9</td>
<td>The Child from Thirty to Thirty-Six Months of Age Assignments: Chapter</td>
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<tr>
<td></td>
<td></td>
<td>Summary, Chapter quiz, D5, D6, F9</td>
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</table>

X. Assignment Descriptions/ Assessment Criteria:

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

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

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

3) Plan an ideal daily schedule that includes appropriate curriculum content for an infant, toddler or preschool classroom. Due Nov. 18
4) In groups you will prepare a presentation focusing attention on a play topic. Begin preparation with a 20 minute overview of the key points about the topic. Next have the class experience selected activities in a lively and playful fashion. Lead a discussion about the benefits of your particular curricular activity. Include handouts with references and any other practical resources for future teaching. Dec. 9

This is worth 10% of your grade.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I. Credit Hours: 2

II. Semester Taught:

III. Course Time and Place:

IV. Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
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</table>

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

VI. Course Description

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

VII. Competencies and Course Goals/Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

II. Semester Taught: Fall 2014

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

IV. Instructor Information:

| Instructor: Dr. Rose Chiovitti-Cavalcante | Communication Information: rcavalcante@nnmc.edu (preferred) /and 7475463 | Office Hours: TU 3-5pm; W 3-4; TH 2:30-4:30 |

V. Required Text:


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

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

VIII. Attendance:

Attendance is required for all class sessions.

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

IX. Catalog Course Description:

ED201

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

**Co-requisite:** ED213

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

**Co-requisite:** ED 201

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

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

E1a, E1d, E2a

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

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

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

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

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

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

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

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

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

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

C.EDUCATIONAL AUTOBIOGRAPHY - You will write an autobiography reflecting on the facts, people, situations, etc. that have influenced you in the direction of becoming a teacher. Some of the questions that should guide our thinking as you write it are:
- Why do I want to become a teacher?
- What teacher(s) had the greatest impact on me?
- What were some of my experiences at school?
- How were my emotional reactions to teachers that either ridiculed, motivated, or elevated me?
- What kind of teacher I want to be?
Your educational autobiography should be at least 3 to 4 pages long (1.5 space, size 12) and it will be graded according to the rubric provided online on Blackboard.

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

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

F. CODE OF ETHICS – You will visit the NM PED website and get familiar with the Teacher code of ethics (www.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 and Journal = 45%

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

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

A.) Required Professional Competency-Based Artifact Rubric

Teacher Code of Ethics

<table>
<thead>
<tr>
<th>Organization</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence of ideas</td>
<td>1</td>
<td>Reader has difficulty following information in logical sequence which reader can follow.</td>
<td>Writer presents information in logical sequence which reader can follow.</td>
<td>Ideas are presented in logical, and interesting way.</td>
<td></td>
</tr>
<tr>
<td>Candidate does not demonstrate sound knowledge of NM Teacher Code of Ethics and is not clear</td>
<td>2</td>
<td>Candidate has some knowledge of NM Teacher Code of Ethics but has difficulty articulating</td>
<td>Candidate has good knowledge of NM Teacher Code of Ethics but has some difficulty</td>
<td>Candidate demonstrates sound knowledge of NM Teacher Code of Ethics and articulates it well with</td>
<td></td>
</tr>
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</table>

<table>
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<th>Content and knowledge</th>
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<th>4</th>
<th>Points</th>
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<tr>
<td>Candidate does not demonstrate sound knowledge of NM Teacher Code of Ethics and is not clear</td>
<td>2</td>
<td>Candidate has some knowledge of NM Teacher Code of Ethics but has difficulty articulating</td>
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<td>Candidate demonstrates sound knowledge of NM Teacher Code of Ethics and articulates it well with</td>
<td></td>
</tr>
</tbody>
</table>
about his/her own personal values.  

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

**Total**

II. Internet sites or databases/Resources

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

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

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

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

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

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

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

XVII. Grading Scale:

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

XVIII. Academic Ethics:

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

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

XX. Cell phone policy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ED 220

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

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

I. Credit Hours: 3

II. Semester Taught: FALL 2014

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

IV. Instructor Information:

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

V. Required Text:

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

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

VIII. Attendance:

Attendance is required for all class sessions.

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

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

Revised July 3, 2014
IX. Catalog Course Description:

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

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

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

X. Course Objectives:

Upon completing this course, the student will:

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

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

Revised July 3, 2014
XI. Class Topics, NM Teacher Competencies and Assignments: NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Cluster and Modules</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
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<tbody>
<tr>
<td>08/21</td>
<td>Course/Syllabus Presentation Understanding how to use the case-study approach</td>
<td>A-1,2,3,8 B-1,2,3,4,8 C-3, 4, 5, 7, 10,11 D9 E – 1d F-1,2,3 G-2,3,5 H-2,8,9,11 I-1,2,3 K-2</td>
<td>Module 1 – Summary K 1, 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
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<td>08/28</td>
<td>INTRODUCTION to Ed Psych The importance of Ed Psych - Module 1</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td>Module 2 and 3 Summaries K 4,7,8 D1,2,3</td>
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<tr>
<td>09/04</td>
<td>Contexts of development and Social Development Cluster One/module 2 and module 3</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td>Modules 4 and 5 summary K 4,7,8 D1,2,3</td>
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<td>09/11</td>
<td>Emotional and Moral Development Cluster 1/modules 4 and 5</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3</td>
<td>Modules 6 and 7 Summaries K 4,7,8 D 1,2,3</td>
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<td>09/18</td>
<td>Brain Development and Cognitive Development Cluster 2/Module 6 e 7</td>
<td>A 8A, 8B; B1,2; F1; I 1,2,3 Ela, E1d, E2a, E3d</td>
<td>Module 9 summary K 4,7,8 D1,2,3 ; S 2</td>
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<td>09/25</td>
<td>Behavioral Learning Theory Cluster 3/module 9</td>
<td>A 1, 8A, 8B, 8C; B1,2; C 5,10,11 D 9; F 1,3 Ela, E1d, G 3,5; H 9; I 1,2.</td>
<td>Module 9 summary K 4,7,8 D1,2,3 ; S 2</td>
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Revised July 3, 2014
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<th>Date</th>
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<th>Content Description</th>
<th>Notes</th>
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<td>10/02</td>
<td>Social Cognitive Theory</td>
<td>Cluster 3/Module 10</td>
<td>E2a, E3d</td>
<td>Transfer of Knowledge (Mod 13)</td>
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<td>A1,2,3; B1,2,3; D 5,6; F 1,3; E1a, E1d, E2a, E3d</td>
<td>Module 10 Summary</td>
<td>K2,3,4,7,8,9 D 1,2,3 S 1,2</td>
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<td></td>
<td>H 9,11; I 1,2; K2</td>
<td>Case study middle school</td>
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<td></td>
<td>Hot Topic Presentation – Critical Thinking and Problem Solving (Mod 14)</td>
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<tr>
<td>10/09</td>
<td>Cognitive Processing Theory</td>
<td>Cluster 3/Module 11</td>
<td>A1,2,3; B1,2,3; D 5,6; F 1,3;</td>
<td>Summary Module 11 Hot Topic Presentation – Grouping Practices (Mod 21) Quizz #3</td>
<td>K2,3,4,7,8,9 D 1,2,3 S 1,2</td>
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<td>K2,3,4,7,8,9 D 1,2,3 S 1,2</td>
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<tr>
<td>10/16</td>
<td>Behaviorist X Constructivist Classrooms</td>
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<td>A1,2,3; B1,2,3; D 5,6; F 1,3; E1a, E1d, E2a, E3d</td>
<td>Hot Topic Presentations (Behaviorism x Constructivism)</td>
<td>K 2,3,4,7,8,9 D 1,2,3 S 1,2</td>
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<td></td>
<td>Hot Topic Presentation – Metacognition (Module 12)</td>
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<td>10/23</td>
<td>Motivation -Learning and Cognitive Theories</td>
<td>Cluster 5/Module 15 and 16</td>
<td>A1,2,3; B1,2,3; D 5,6; F 1,3;</td>
<td>Module 15 and 16 Summary Case Study - Elementary Case Study – Middle School Quizz #4</td>
<td>K 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
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<td></td>
<td>K 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
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<tr>
<td>10/30</td>
<td>Intelligence/Giftedness</td>
<td>Cluster 7/Module 22 and 23</td>
<td>A1,2,3; B1,2,3; D6; F 1,3; E1a, E1d, E2a, E3d</td>
<td>Module 22 and 23 Summary Hot Topic Presentation – Assessing Student Learning (Mod 26)</td>
<td>K 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
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<td></td>
<td>H 9,11; I 1,2; K2</td>
<td>K 2,3,4,7,8,9 S 1,2 D 1,2,3</td>
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<tr>
<td>11/06</td>
<td>Cognitive Disabilities</td>
<td></td>
<td>A1,2,3; B1,2,3; D6;</td>
<td>Module 24</td>
<td>K 2,3,4,7,8,9</td>
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<td></td>
<td></td>
<td></td>
<td>H 9,11; I 1,2;</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…)
   - Clarity/organization of writing
   - Quality of the lesson plan and presentation

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

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

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

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

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

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

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

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

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

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

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

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

XXII. Complaints policy

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

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

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

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

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

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

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

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

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

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

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

I. Credit Hours: 3

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

III. Instructor Information:

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

Required Text: NO Required Text

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

a. “*Essential Science for Teachers: Earth Science*”

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

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

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

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

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

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

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

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

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

Revised August 24, 2014
IX. Class Topics, NM Teacher Competencies and Assignments:
NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
<th>KNOWLEDGES KILL OR DISPOSITION</th>
<th>NM TEACHER COMPETENCY</th>
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<tbody>
<tr>
<td>8/18</td>
<td>Introductions Syllabus</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>A-1,4 F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
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<tr>
<td></td>
<td>Dialogue: Our science history</td>
<td>PREPARE: Read The Nature of Science</td>
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<tr>
<td></td>
<td>Activity: NGSS Core Progression of Ideas Puzzle</td>
<td>Read The Nature of Mathematics</td>
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<tr>
<td>8/25</td>
<td>Contemplative/Critical Pedagogy</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 3,4,6,7,8,9 Dispositions 1,2,3 Skills 2</td>
<td>A,2,5,6 F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
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<td></td>
<td>Mixed Methods Investigations</td>
<td>PREPARE: Watch Annenberg Video Essential Science for Teachers</td>
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<td></td>
<td>Activity: Black Box Experiment</td>
<td>Read Assessing Science Learning</td>
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<td>Dialogue: PED Educator Code of Ethics</td>
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<td>9/1</td>
<td>NO CLASS—HOLIDAY</td>
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<td>9/8</td>
<td>Activity: Math &amp; Science Curriculum Demos</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9, 9 Dispositions 1,2,3 Skills 1,2</td>
<td>A 1, 4, A7: A,B,C,F B 9,10,11 D 1,2,3,4,6,7,8, 9 D 9,10,12, 14 E 1a,1b,1c,1d E 3b,3c,3d,3e F 1,2,4,5,6,7 G 1,2,3,5,8 I 3 J Science b,c,d,e</td>
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<tr>
<td></td>
<td>CLASS Observations</td>
<td>PREPARE: Watch Annenberg Video Science in Focus: Force and Motion</td>
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<td></td>
<td>Dialogue: Assessing Science Learning</td>
<td>Read Questioning Strategies and Leading Discussions</td>
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<td>9/15</td>
<td>Activity: Math &amp; Science</td>
<td>DUE: Reflection Journal Entry</td>
<td>Knowledge 1,2,3,4,5,6,7,8,</td>
<td>A 1, 4, A7: A,B,C,F</td>
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<tr>
<td>Date</td>
<td>Activity:</td>
<td>Dialogue:</td>
<td>DUE:</td>
<td>Prepare:</td>
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<td>9/22</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>Managing a Classroom for Science Learning</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video</td>
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<td>9/29</td>
<td>Earth Science Concept Map Carousel</td>
<td>Basic Science Process Skills</td>
<td>Reflection Journal Entry</td>
<td>Finish Earth Science Concept Map</td>
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<td>10/6</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>The 5E Learning Cycle</td>
<td>Reflection Journal Entry</td>
<td>Earth Science Concept Map</td>
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<tr>
<td>10/13</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>Varying Approaches to Science</td>
<td>Reflection Journal Entry</td>
<td>Watch Annenberg Video</td>
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<tr>
<td>Date</td>
<td>Activity:</td>
<td>DUE:</td>
<td>Dialogue:</td>
<td>PREPARE:</td>
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<td>10/20</td>
<td>Math &amp; Science Curriculum Demos</td>
<td>Reflection Journal Entry</td>
<td>Experimenting as a Valuable Way of Doing Science</td>
<td>Watch Annenberg Video Science in Focus: Force and Motion</td>
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<td>10/27</td>
<td></td>
<td>Reflection Journal Entry</td>
<td>Teachers Integrating Science with Other Subjects</td>
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<tr>
<td>11/3</td>
<td>Physical Science Concept Map Carousel</td>
<td>Reflection Journal Entry</td>
<td>Integrating Science with Other Subjects</td>
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<tr>
<td>11/10</td>
<td>Designing Science Fair Projects: Asking Investigable Questions</td>
<td>Reflection Journal Entry</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Dialogue:</td>
<td>PREPARE:</td>
<td>DUE:</td>
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<tr>
<td>11/17</td>
<td>In Class Workshop: Science Fair Projects</td>
<td>From Activity to Inquiry</td>
<td>Review Journal Write Reflection Paper</td>
<td>Reflection Paper Due</td>
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<tr>
<td>11/24</td>
<td>NO CLASS—HOLIDAY</td>
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<tr>
<td>12/1</td>
<td>Presentation of Science Fair Posters/Projects</td>
<td>The Nature of Science</td>
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<td>Science Fair Project</td>
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<tr>
<td>12/8</td>
<td>Presentation of Science Fair Posters/Projects</td>
<td>Class Observations</td>
<td></td>
<td>Science Fair Project</td>
</tr>
</tbody>
</table>

X. Assignment Descriptions/Assessment Criteria:

Requirements and Evaluation:

Revised August 24, 2014
1. **Attendance and participation.** All students are expected to attend class regularly and to complete reading assignments prior to class time as indicated on the course schedule. Beyond the reading done in preparation for class meetings, students are expected to participate in discussions and present a final project. See policies below for more on attendance. This is worth 25% of the final grade.

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

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

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

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

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

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

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

XI. Internet sites or databases:

   *Next Generation Science Standards*

   *“Essential Science for Teachers: Earth Science”*

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

XII. Late Work:

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

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

XVI. Grading Scale:

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

XVII. Academic Ethics:
Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment.
For more information on plagiarism, please see: [https://www.indiana.edu/~istd/](https://www.indiana.edu/~istd/)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I. **Credit Hours:** 3

II. **Semester Taught:** Fall 2014

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

IV. **Instructor Information:**

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


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

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

VIII. **Attendance:**

Attendance is required for all class sessions.

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

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

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

Revised August 15, 2014
IX. Catalog Course Description: MATH FOR EDUCATORS I This course is designed to prepare you to teach the National Council of Teachers of Mathematics Standard 1, K-8, Numbers and Operations, and Standard 2, K-8 Algebra, integrated with Standards 6, 7, 8, 9, and 10 Problem Solving, Reasoning and Proof, Communications, Connections, and Representations. You will be assessed based on performance measures designed to demonstrate mastery of mathematical concepts. You will participate in seminars and observe 10 hours of classroom instruction in the field. Prerequisites: ED 201 and 213 and MATH 130. (3, 3T+0L)

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

Learning outcomes:

Outcome 1 - Arithmetic
C1- Explain procedures for solving, addition, subtraction, multiplication and division with whole numbers, integers and fractions
C2- Solve addition, subtraction, multiplication and division of large numbers through various methods
C3- Analyze student work - assess rationality of arguments and identify mathematical misconceptions in errors.
C4- Use the relationship between operations, to solve algebraic equations

Outcome 2 - Representing mathematical concepts
C1- Utilize tactile representations, including base blocks, integer chips to represent numbers and operations.
C2- Utilize visual representations, including discrete pictures, number lines, and rectangles, to represent operations
C3- Utilize representations to explain how estimation and rounding work
C4- Utilize concrete applications to represent operations

Outcome 3 - Communicate mathematical concepts
C1- Describe the equivalence between various representations of numbers and operations
C2- Create justifications for properties and procedures in math
C3- Utilize correct terminology and notation

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

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

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

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


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

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

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


Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
5. **CCSS.Math.Practice.MP5** Use appropriate tools strategically.

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


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

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

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

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

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

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies and Northern’s College of Education Conceptual Framework. Assignments in this course correspond to selected competencies as listed below.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Greeting</td>
<td>A-1.a,b,c,d,f</td>
<td>Ice breaker-Introductions</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9</td>
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<tr>
<td>8-20-14</td>
<td>Class Expectations</td>
<td>B-1.a,b,c,d,3</td>
<td>Syllabus Review</td>
<td>Skill 1,2</td>
</tr>
<tr>
<td></td>
<td>Chapter 1 Numbers and Base ten system.</td>
<td>C-1.a,b,c,d,e. 3</td>
<td>In class reading, review and in-class activities</td>
<td>Disposition 1,2,3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a,b,c,d,e</td>
<td>CA-1 to CA-22</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 2 Fractions and problem solving</td>
<td>A-1.a,b,c,d,e</td>
<td>Review chapter reading – discussion</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9</td>
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<tr>
<td>8-27-14</td>
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<td>B-1.a,b,c,d,3</td>
<td>In-class activities</td>
<td>Skill 1,2</td>
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<td></td>
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<td>C-1.a,b,c,d,e. 3</td>
<td>CA-23 to CA-47</td>
<td>Disposition 1,2,3</td>
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<td></td>
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<td>a,b,c,d,e</td>
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<tr>
<td>Week 3</td>
<td>Chapter 3 Addition and Subtraction</td>
<td>A-1.a,b,c,d,e</td>
<td>Review readings – discussion</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9</td>
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<tr>
<td>9-3-14</td>
<td>Chapter 4 Multiplication</td>
<td>B-1.a,b,c,d,3</td>
<td>In-class activities</td>
<td>Skill 1,2</td>
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<td></td>
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<td>C-1.a,b,c,d,e. 3</td>
<td>CA-49 to CA-69</td>
<td>Disposition 1,2,3</td>
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<td></td>
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<td>a,b,c,d,e</td>
<td>CA-71 to CA-94</td>
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<td>D-1. a, b. 3. a,b,c,d</td>
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<td>E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h</td>
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<td>F-1. a,b,c,d,e</td>
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<td>J-1. a,b,c,d. 3. a, b, c</td>
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<td>K-1. a,b,c, 3-b</td>
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<td>I-1. a</td>
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<tr>
<td>Week 4</td>
<td>Chapter 5 Multiplication of Fractions, Decimals, and Negative Numbers</td>
<td>A-1.a,b,c,d,e</td>
<td>Review Readings-Discussion</td>
<td>Knowledge 1,2,3,4,5,6,7,8,9</td>
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<tr>
<td>9-10-14</td>
<td>Chapter 6 Division</td>
<td>B-1.a,b,c,d,3</td>
<td>In-class activities</td>
<td>Skill 1,2</td>
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<tr>
<td></td>
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<td>C-1.a,b,c,d,e. 3</td>
<td>CA-95 to CA-107</td>
<td>Disposition 1,2,3</td>
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<td></td>
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<td>a,b,c,d,e</td>
<td>CA-109 to CA-127</td>
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<td>D-1. a, b. 3. a,b,c,d</td>
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<td>E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h</td>
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<td>F-1. a,b,c,d,e</td>
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<td>J-1. a,b,c,d. 3. a, b, c</td>
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<td>K-1. a,b,c, 3-b</td>
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<td>I-1. a</td>
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| Week 5 | Chapter 7 Ratio and Proportional Relationships | A-1. a,b,c,d,e  
B-1. a,b,c,d,3. 1.a,b  
C-1. a,b,c,d,e. 3.  
a,b,c,d,e  
D-1. a, b, c, a,b,c,d  
E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h  
F-1. a,b,c,d,e  
J-1. a,b,c,d, 3. a, b, c  
K-1. a,b,c, 3-b  
l-1. a | Review readings-Discussion  
In-class activities  
CA-129 to 147 | Knowledge  
1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
| --- | --- | --- | --- | --- |
| Week 6 | Chapter 8 Number Theory | A-1. a,b,c,d,e  
B-1. a,b,c,d,3. 1.a,b  
C-1. a,b,c,d,e. 3.  
a,b,c,d,e  
D-1. a, b, c, a,b,c,d  
E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h  
F-1. a,b,c,d,e  
J-1. a,b,c,d, 3. a, b, c  
K-1. a,b,c, 3-b  
l-1. a | Review readings-Discussion  
In-class activities  
CA-149 to CA -170 | Knowledge  
1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
| Week 7 | Chapter 9 Algebra | A-1. a,b,c,d,e  
B-1. a,b,c,d,3. 1.a,b  
C-1. a,b,c,d,e. 3.  
a,b,c,d,e  
D-1. a, b, c, a,b,c,d  
E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h  
F-1. a,b,c,d,e  
J-1. a,b,c,d, 3. a, b, c  
K-1. a,b,c, 3-b  
l-1. a | Review readings-Discussion  
In-class activities  
CA-171 to CA-228 | Knowledge  
1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
| Week 8 | Chapter 9 Algebra | A-1. a,b,c,d,e  
B-1. a,b,c,d,3. 1.a,b  
C-1. a,b,c,d,e. 3.  
a,b,c,d,e  
D-1. a, b, c, a,b,c,d  
E- a,b,c,d,e,f,g,h. 3-1. a,b, c,d,e,f,g,h  
F-1. a,b,c,d,e | Complete  
In-class activities  
CA-171 to CA-228  
Mid Term | Knowledge  
1,2,3,4,5,6,7,8,9  
Skill 1,2  
Disposition 1,2,3 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Section</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10-15-14</td>
<td>10 Geometry</td>
<td>A-1.a,b,c,d,e</td>
<td>Review readings-discussion CA-229 to CA-260 Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</td>
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<tr>
<td>10-22-14</td>
<td>11 Measurement</td>
<td>A-1.a,b,c,d,e</td>
<td>Review readings-discussion CA-261 to CA-271 Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</td>
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<tr>
<td>10-29-14</td>
<td>12 Areas of shapes</td>
<td>A-1.a,b,c,d,e</td>
<td>Review readings-discussion CA-272 to CA-296 Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</td>
</tr>
<tr>
<td>11-5-14</td>
<td>12 Solid Shapes and their Volume and Surface Areas</td>
<td>A-1.a,b,c,d,e</td>
<td>Review readings-discussion CA-297 to CA-312 Knowledge 1,2,3,4,5,6,7,8,9 Skill 1,2 Disposition 1,2,3</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chapter 14</td>
<td>Review readings-discussion</td>
<td>Knowledge</td>
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<tr>
<td>11-12-14</td>
<td>Geometry of Motion and Change</td>
<td>In-class activities</td>
<td>1,2,3,4,5,6,7,8,9</td>
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<tr>
<td></td>
<td>A-1.a,b,c,d,e</td>
<td>CA-313 to CA-336</td>
<td>Skill 1,2</td>
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<tr>
<td></td>
<td>B-1.a,b,c,d,e, 3. 1.a,b</td>
<td></td>
<td>Disposition 1,2,3</td>
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<td>C-1.a,b,c,d,e</td>
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<td>D-1. a, b, 3. a,b,c,d</td>
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<td>E- a,b,c,d,e,f,g,h, 3-1. a,b,c,d,e</td>
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<thead>
<tr>
<th>Week 14</th>
<th>Chapter 15</th>
<th>Review readings-discussion</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-19-14</td>
<td>Formulating Statistical</td>
<td>In-class activities</td>
<td>1,2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td></td>
<td>A-1.a,b,c,d,e</td>
<td>CA-337 to CA-369</td>
<td>Skill 1,2</td>
</tr>
<tr>
<td></td>
<td>B-1.a,b,c,d,e,3. 1.a,b</td>
<td></td>
<td>Disposition 1,2,3</td>
</tr>
<tr>
<td></td>
<td>C-1.a,b,c,d,e</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D-1. a,b, 3. a,b,c,d</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E- a,b,c,d,e,f,g,h, 3-1. a,b,c,d,e</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Chapter 16</th>
<th>Review readings-discussion</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-3-14</td>
<td>Basic Principles of Probability</td>
<td>In-class activities</td>
<td>1,2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td></td>
<td>A-1.a,b,c,d,e</td>
<td>CA-370 to CA-CA-384</td>
<td>Skill 1,2</td>
</tr>
<tr>
<td></td>
<td>B-1.a,b,c,d,e,3. 1.a,b</td>
<td></td>
<td>Disposition 1,2,3</td>
</tr>
<tr>
<td></td>
<td>C-1.a,b,c,d,e</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D-1. a, b, 3. a,b,c,d</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E- a,b,c,d,e,f,g,h, 3-1. a,b,c,d,e</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Final Exam</th>
<th>Final Exam</th>
<th></th>
</tr>
</thead>
</table>

XII. Assignment Descriptions/Assessment Criteria:
1. Students are asked to actively participate in the discussions and within group settings. (Rubric attached)
2. Students actively participate in a group to complete in-class activities.
3. Students will actively participate in discussions and provide authentic contributions while respecting the contributions of others. (Rubric Attached)

*INSTRUTOR WILL SHARE LINKS THAT BENEFIT THE CONTENT

Assignments Grade

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

- STANDARD INSTRUCTIONS WITH SHARED WEBSITES

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

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

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

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

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

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

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

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

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

XVIII. Grading Scale:

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

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

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

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

II. Semester Taught: Fall 2014

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

IV. Instructor Information:

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

V. Required Text:


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

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

VIII. Attendance:

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

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

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

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

Co-requisite: ED311

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

Co-requisite: ED 326.

X. Course Objectives:

Upon completion of this course students will:

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>NM Teacher Competency</th>
<th>Assignment to Demonstrate Meeting the Competency/ Due Date</th>
<th>Knowledge, Skill or Disposition # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/04/14</td>
<td>Different topics</td>
<td>C4; C5; C7, C8, C9 G2.5, 6 I8, 10, 11</td>
<td>F2; F7 K9; K11, K12</td>
<td>Hot Topic Paper and Power Point</td>
</tr>
<tr>
<td>12/02/14</td>
<td>Include all text chapters and course materials</td>
<td>C2; C3; C4; C5; C6; C7; C8; C9 C10; C11 E1d F2, F7</td>
<td>G2, G5, G6 I8, I 10, I 111</td>
<td>Comprehensive Classroom Management Plan</td>
</tr>
<tr>
<td></td>
<td>Field –Lab Experience</td>
<td>A1, A2, A3</td>
<td>C1</td>
<td>Field Reflections</td>
</tr>
</tbody>
</table>

XII. Assignment Descriptions/ Assessment Criteria:

1) **TEACHER INTERVIEW:** As soon as you start your visits to the classroom, you should set up a date to interview the classroom teacher. The interview should focus on the organization and management of the classroom and also on management of students’ behavior. The interview should be transcribed in full. Do not forget to have the teacher sign a permission form, stating that the information will be used only for the purposes of this class. You should not identify the teacher or students by name in your paper. The interview should be semi-structured, that is, you will start with a prescribed set of questions (provided below) but can (and should) include questions of your own that you judge to be important for following up on the answers. Some possible interview questions are:

- How important do you think it is a vision or mission statement for a classroom management plan?
- What are your major priorities when planning the physical environment of your classroom? How does the age-group, school you work, and content areas you teach influence your priorities?
- How do you teach and address, in the first weeks of class, the main procedures of the classroom for your students? (classroom routines, etc.)
- How do you teach or transmit the classroom rules to your students in the beginning of the year?
- How do you manage transitions?
- What are some of the real or perceived threats that are a regular part of your students’ school experience?
- What are the effects of these threats on their learning? What do you do, as a teacher, to offset these threats?
- To what extent do you think you should discuss classroom rules with your students or simple state them? Why?
- How did you change procedures and behavior management approaches since your first started as a teacher?
- Describe the behavior management techniques that you use with your students.
- What do you do to promote a positive climate in your classroom?
- What do you think about including in the classroom curriculum the instruction of moral and social values? Do you think the students need it or would benefit from it? How would you do it?

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

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

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

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

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

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

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

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

6. ED 311 - TIME LOG SHEET, CLASSROOM OBSERVATION JOURNAL, DISPOSITIONS CHECK LISTS and FIELD REFLECTIONS: In the beginning of the semester you (the candidate) will be assigned a cooperating teacher, based on availability in the area and preference in terms of location and grade-level. You are expected to spend a minimum of
**37.5 hours** in field experience classrooms as documented in the time-log that is updated and regularly signed by the Cooperating Mentor Teacher at the end of each observation period. The time-log must be turned in at the end of the course with signatures to demonstrate that you spent at least 37.5 hours in the classroom. In addition to having your Time log signed, you should also keep a journal of your observations in the classroom. As you observe you should pay attention to several things such as classroom discipline, classroom structure and procedures, routines, etc. Take notes of what you are observing and also reflect on that, making comments, relating what you are observing with what you have been learning in the ED 326 class. So, do not observe blindly. Do it with a critical and reflective mind. You will turn your journal in at the end of the semester for a grade. A rubric based on Marzano’s criteria for effective teaching will be provided to you online to help you focus your observations and complete your Field Reflections.

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

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

B.) Required Professional Competency-Based Artifact Rubric

**COMPREHENSIVE CLASSROOM MANAGEMENT PLAN**

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

The Plan is somewhat confusing and disorganized

The plan is clear and organized

Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) do not reflect a good knowledge base in the area.

Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) reflect a reasonable knowledge base in the area.

Explanations of choices (classroom rules, seating arrangement, discipline plan, etc) reflect a very good knowledge base in the area.

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

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

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

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

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

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

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

XVIII. Grading Scale:

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

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

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

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

XIX. Academic Ethics:

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

When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the department or program chairperson for follow-up action.
XX. Students are responsible to refer to the Student Handbook for specific policies and procedures.

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

XXII. Complaints policy

The COE (college of Education) follows a hierarchy process (chain of command) in handling complaints. If you have a complaint, first go to the person you are having the problem with. If that does not work, go to the first person immediate above in the chain of command and so on. Trying to handle complaints by going straight to the highest authority is not well accepted at the COE. The same process applies in case on harassment issues (see NNMC student handbook for how to handle harassment situations).
I. CREDIT HOURS: 3

II. SEMESTER TAUGHT: Fall 2014

III. COURSE TIME: Daily Online

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

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

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

VI. REQUIRED TEXT:

VII. INSTRUCTOR INFORMATION

INSTRUCTOR:
Christina Esquibel Ed.S.

COMMUNICATIONS:
christinaesquibel@hotmail.com

OFFICE HOURS:
12:30-4:30 Monday
3:30-4:30 Wednesday
Online daily and by appointment

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/ Text Chapter</th>
<th>Competency</th>
<th>Assignment &amp; Assignment Due Date</th>
<th>Knowledge (K), Skill (S) or Disposition (D) # in the Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1; Week 1</td>
<td>Introductions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2; Week 2</td>
<td>The Teaching Profession</td>
<td>A-2, A-3, A-4; G-1</td>
<td>Discussion Entry and Reflection &amp; Classroom Bill of Rights</td>
<td>D: 1, 2, 3</td>
</tr>
<tr>
<td>Module 3; Week 3</td>
<td>Learning to Teach</td>
<td>C-4</td>
<td>Discussion Entry and Reflection &amp; INTASC principles application paper</td>
<td>D: 1, 2, 3</td>
</tr>
<tr>
<td>Module 4; Week 4</td>
<td>Ideas &amp; Events Shaping Education</td>
<td>A-1; A-7</td>
<td>Discussion Entry and Reflection Personal Philosophy of Education</td>
<td>D: 1, 2, 3</td>
</tr>
<tr>
<td>Module 5; Week 5</td>
<td>Social Realities</td>
<td>A-7; G-4, G-5; G-6, G-7; G-8</td>
<td>Discussion Entry and Reflection Observation report</td>
<td>K: 7, 9</td>
</tr>
<tr>
<td>Module 6; Week</td>
<td>Ethical &amp; Legal Issues</td>
<td>A-5; A-6</td>
<td>Discussion Entry and Reflection Code of Ethics</td>
<td>D: 1, 2, 3</td>
</tr>
<tr>
<td>Module 7: Week 7</td>
<td>Diverse Learners</td>
<td>A-1; C-4; F-1; G-1; G-2; G-3</td>
<td>Discussion Entry and Reflection IRIS Module: Teaching &amp; Learning In NM</td>
<td>D: 1, 2, 3 K: 2, 7, 9</td>
</tr>
<tr>
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</tr>
<tr>
<td>Module 8: Week 8</td>
<td>Addressing Learners’ Needs</td>
<td>C-4; F-1; G-2; G-3</td>
<td>Discussion Entry and Reflection Observation Report and Critical Reflection</td>
<td>D: 1, 2, 3 K: 2, 4, 9</td>
</tr>
<tr>
<td>Module 9: Week 9</td>
<td>Authentic Instruction</td>
<td>C-4; G-4, G-5; G-6, G-7; G-8</td>
<td>Discussion Entry and Reflection Website Review</td>
<td>D: 1, 2, 3 K: 2, 4</td>
</tr>
<tr>
<td>Module 10: Week 10</td>
<td>Curriculum Standards, Assessment &amp; Student Learning</td>
<td>C-4; G-2; G-3</td>
<td>Discussion Entry and Reflection Scoring Rubric</td>
<td>S: 2 K: 1, 3, 4, 5</td>
</tr>
<tr>
<td>Module 11: Week 11</td>
<td>Teachers as Education Leaders</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
<td>Discussion Entry and Reflection Case Study</td>
<td>K: 3, 6, 8, 0</td>
</tr>
<tr>
<td>Module 12: Week 12</td>
<td>Your Induction into Teaching</td>
<td>A-1; A-2; A-3; A-4</td>
<td>Discussion Entry and Reflection Future Letter to Self or Bag of Tricks</td>
<td>K: 6, 8, 9</td>
</tr>
<tr>
<td>Module 13: Week 13</td>
<td>Integration Project</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
<td>Final Scrapbook Presentations</td>
<td></td>
</tr>
<tr>
<td>Module 14: Week 14</td>
<td>Integration Project</td>
<td>A-1; A-2; A-3; A-4; G-8</td>
<td>Final Scrapbook Presentations</td>
<td></td>
</tr>
<tr>
<td>Module 15: Week 15</td>
<td>Course Reflection</td>
<td>A-1; A-2; A-3; A-4</td>
<td>Course Reflection Paper</td>
<td></td>
</tr>
</tbody>
</table>

X. ASSIGNMENT DESCRIPTIONS/ GRADING CRITERIA

Class Scrapbook

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

- Journal Entries/Activating Events online
- Structured Assignments

Discussion Entries/Activating Event:

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

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

A one-week grace period for submissions will be allowed, but after that, assignments will be considered late and late penalties (20% deduction per week) will be applied. Assignments will not be accepted after the 2nd week of the assignment due date.
Module Project:
In order to honor various learning styles, students can select one of two assignments for the modules when these assignments are due. A detailed description of the assignments can be found in the Class Projects section of the course. Assignments are due on the dates specified in the Foundations of Education Schedule online. A one-week grace period will be allowed, but after that, assignments will be considered late and late penalties will be applied.

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

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

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

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

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

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

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

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

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

XII. ASSESSING STUDENT COMPETENCIES:

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

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

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

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

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.

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

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

I. Credit Hours: 3

II. Semester Taught: Fall 2014

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

IV. Instructor Information:

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

V. Required Text:

And

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

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

VIII. Attendance:

Attendance is required for all class sessions. There is no deviation from this rule for weekend or short classes; one day of missed class during a weekend course will result in failure. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

IX. Course Description:

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

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

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

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

X. **Course Objectives:**

The New Mexico Teacher Competencies for entry-level teachers addressed by this course are:
A: 2, 3, 8A, 8B, 8D, 8H; B: 1, 2, 3, 4, 6, 7; C: 3, 5; 7 E: 2d; F: 1, 2; G: 2; H: 2, 3, 4, 8, 9, 11; I: 1, 2, 3; K: 2, 3, 9, 14

Areas of the COE Conceptual Framework addressed in this course are:
Knowledge Principles: 1, 2, 4, 7, and 8
Skills: 1
Dispositions: 1, 2, and 3

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

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

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

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

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

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

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

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

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

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

You will submit to the instructor:

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

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

2) **Assignment 1 - Pros and Cons of Inclusion**
This first assignment is designed to help you to reflect on the different positions held by researchers on the topic of inclusion. You will conduct a literature review establishing a controversy.

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

3) Assignment 2 (for BA students only) – Annotated Bibliography
Using NNMC research databases and research engines, conduct a literature review on the topic of your disability. Find at least 6 academic sources (journal articles and books) for your annotated bibliography. Remember that it takes some time for the NNMC library to acquire journal articles and books through interlibrary loan, so start this assignment preferably in your first week of class. For each article or book chapter you use, you should provide the title and the authors, a summary of the content and main points. You should also discuss how do you think the information provided by the article will contribute to your paper and in what section of the paper you are planning to use it (when discussion the characteristics of the disability, when discussion interventions, etc.). Each summary should have about 200 to 250 words.

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

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

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

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

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

   **Field Lab Experiences:** Not Applicable

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

Revised July 3, 2014
Multiple Intelligence Lesson - Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No Credit (0)</th>
<th>Meets Standards (1)</th>
<th>Exceeds Standards (2)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 attempting to address.</td>
<td>Teaching strategies are described in sufficient detail and are somewhat coherent with the target intelligences.</td>
<td>Teaching strategies are described in sufficient detail and include question prompts and/or teaching resources such as graphic organizers, teacher script, etc. that are coherent with the target intelligences.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessments are omitted or are not aligned to the goals, objectives, and target intelligence.</td>
<td>Lesson plan includes appropriate assessments of student learning and are somewhat coherent with the target intelligences.</td>
<td>Lesson plan includes multiple assessments of student learning that are coherent to the target intelligences.</td>
<td></td>
</tr>
<tr>
<td>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>
</tbody>
</table>

**LESSON PRESENTATION**

Semi-Total =

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

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

<table>
<thead>
<tr>
<th></th>
<th>SEMI TOTAL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research Paper and Power Point Presentation – Rubric

<table>
<thead>
<tr>
<th>PAPER</th>
<th>Excellent – 3 points</th>
<th>Competent -2 points</th>
<th>Needs Improvement-1 point</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE/CONTENT</td>
<td>Student demonstrates depth and sound knowledge of content. Strategies presented are relevant and applicable to regular classrooms. The student has researched relevant sources of information.</td>
<td>Student demonstrates reasonable knowledge of content. Strategies presented are somewhat useful and relevant to be applied in regular classrooms. The sources of information are somewhat reliable.</td>
<td>Student does not demonstrate much knowledge about the topic. Strategies presented are not relevant or appropriate for use in regular classrooms. The information sources are not reliable.</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION/Writing</td>
<td>The paper is well written and organized. It contains appropriate citations and references to academic sources (using APA style). It has a bibliography page. It is typed in double space. The sentences are coherent and grammatically correct.</td>
<td>The paper is reasonably written and organized. It contains some appropriate citations and references. It has a bibliography page (APA style). Most sentences are coherent and grammatically correct.</td>
<td>The paper is not well written or organized. It does not contain appropriate citations and references. It either does not have a bibliography page or has an incomplete one. It presents many grammatical errors.</td>
<td></td>
</tr>
<tr>
<td>ENGLISH</td>
<td>No spelling errors.</td>
<td>A few spelling errors.</td>
<td>Several/many spelling errors.</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>Excellent – 3 points</td>
<td>Competent – 2 points</td>
<td>Needs improvement – 1 point</td>
<td>TOTAL</td>
</tr>
<tr>
<td>KNOWLEDGE/CONTENT</td>
<td>The student demonstrated sound knowledge of content being presented.</td>
<td>The student demonstrated reasonable knowledge of content being presented.</td>
<td>Students does not demonstrate knowledge/or little knowledge of content being presented.</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>The presentation is well organized, presented in a coherent sequence. The student brings hand-outs with relevant/helpful information for his/her classmates.</td>
<td>The presentation is reasonably organized. The sequence/flow of the presentation is coherent. The student brings handouts to his/her classmates and the content is somewhat helpful or relevant.</td>
<td>The presentation is not well organized. It is hard to follow. The student does not bring handouts to classmates or brings hand outs with non relevant/not helpful content.</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>The student uses visual aids to his/her presentation which are well done and suited that what is being presented. The student is articulate and does not rush through the presentation.</td>
<td>The student uses visual aids that are reasonably done and somewhat suited to the purpose of the presentation. The student is articulate most of the time but rushes a little.</td>
<td>The student does not use visual aids or use inappropriate ones. The student is not articulate and tends either to rush through the presentation or talk too much, focusing on irrelevant issues</td>
<td></td>
</tr>
</tbody>
</table>
XIII. Internet sites or databases

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

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

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

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

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

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

XVIII. Grading Scale:

Grades will be distributed as follows:

BA students:

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

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

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

XIX. Academic Ethics:

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

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

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